INTEGRATED QUALITY MANAGEMENT SYSTEM FOR IMPROVING
PERFORMANCE OF SELECTED SCHOOLS IN THE KING WILLIAMS TOWN
EDUCATION DISTRICT

by

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Declaration:

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/ dissertation/ thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

SIGNATURE: ____________________________________________________________

DATE: January 2014
ACKNOWLEDGEMENTS

This work is dedicated to my two lovely girls Njabul’entle and Phiwokuhle. I have embarked on this journey, because I wanted to provide a better life for them. A sincere word of gratitude goes to my mother for her constant prayers during my days of attending block releases. I wish to acknowledge my fiancée, Siphokazi Zomelele, for taking care of the house during my busy study schedule.

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Thank you.
DEDICATION

I wish to dedicate this first project to my mother, Bulelwa Sikiti. I wish to thank her wholeheartedly for her teachings. I will forever be grateful to her for moulding me to be the person I am today.
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>DA</td>
<td>Developmental appraisal</td>
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<td>DIP</td>
<td>District improvement plan</td>
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<td>DSG</td>
<td>Developmental support group</td>
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<td>DPSA</td>
<td>Department of Public Service in South Africa</td>
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<td>EDO</td>
<td>Education development officer</td>
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<tr>
<td>EEA</td>
<td>Employment Equity Act</td>
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<td>ELRC</td>
<td>Education Labour Relations Council</td>
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<td>HOD</td>
<td>Head of department</td>
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<tr>
<td>HoD</td>
<td>Head of department (superintendent general)</td>
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<td>HIV</td>
<td>Human immune virus</td>
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<td>HRM</td>
<td>Human resource management</td>
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<td>ICT</td>
<td>Information communication technology</td>
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<td>IT</td>
<td>Information technology</td>
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<td>IQMS</td>
<td>Integrated quality management</td>
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<tr>
<td>NAPTOSA</td>
<td>National Association Of Professional Teachers Of South Africa</td>
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<td>SDT</td>
<td>School development team</td>
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<tr>
<td>SADTU</td>
<td>South African Democratic Teacher's Union</td>
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<td>SAPS</td>
<td>South African Principal’s Standards</td>
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<td>SGB</td>
<td>School governing body</td>
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<td>SIP</td>
<td>School improvement plan</td>
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<td>SMT</td>
<td>School management team</td>
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<td>TQM</td>
<td>Total quality management</td>
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<td>PAM</td>
<td>Personnel administration measures</td>
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<td>PGP</td>
<td>Personal growth plan</td>
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<td>PPP</td>
<td>Public private partnership</td>
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<td>RDP</td>
<td>Reconstruction and Development Plan</td>
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<td>UNDHR</td>
<td>United Nation’s Declaration on Human Rights</td>
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<td>UNDP</td>
<td>United Nation’s Development Plan</td>
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<td>WSE</td>
<td>Whole School Evaluation</td>
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ABSTRACT

In order for the democratic government in South Africa to eradicate segregation. It was necessary to introduce new policies with school teachers being expected to be agents of change. Teachers have a big role to play in the transformation of the country. This research investigated Integrated Quality management Systems (IQMS) for improving performance of selected schools in the King Williams Town Education District. Three schools were selected in the King Williams Town District . The aim of this research was to examine the implementation of IQMS in the selected schools.

The introduction of IQMS by the Department of Education in 2003, did not help the schools in the King Williams Town district improve their performance. IQMS is a government policy. The intention of public policy is to solve a problem. The findings of this study indicates that in the selected schools the problem of poor performance was not solved by the introduction of IQMS.

Scholars have written extensively on performance appraisal. Different writers agree that the main purpose of appraisal is to improve performance. The Constitution (1996) and policies provide a strong foundation for the effective implementation of IQMS and public administration provides a good support for the effective implementation of IQMS. Additionally, legislation and subsequent policies give guidelines of how to implement the system successfully.

In this study, questionnaires were given to 15 educators to investigate how schools understand and implement the IQMS. Qualitative analysis was undertaken to interpret the responses from the educators. Themes were formulated based on the responses received. Findings were generalised from the responses received.

The research discovered that educators do implement IQMS, but they do not see it as a mechanism of improving performance. Teachers demonstrated an inadequate understanding of IQMS.
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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction

This study aimed to investigate the implementation of Integrated Quality Management System (IQMS) to improve learner performance in the King Williams Town Education District schools. IQMS is one of the policies that the government has introduced in an attempt to improve the performance of educators. The focus of this study is on the implementation processes including the utilisation of performance appraisal to improve the quality of teaching and learning and thereby learner performance.

“The core of IQMS as part of performance management is the measurement, evaluation or appraisal of employee performance and the utilisation of measurement information to improve management, reward employees and correct deficiencies” (Werber, 2005:63). Measurement and evaluation are based on set key performance indicators decided upon by management and other stakeholders. Thus IQMS can also be introduced and implemented as an intervention strategy to improve performance of a school or public institution. Using selected schools in the King Williams Town Education District, this study investigated the process of implementing IQMS to improve learner performance.

1.2 Background of the study

Mestry, Hendricks and Bischoff (2009:476) argue that the culture of professional development that goes with improving performance has been severely affected by the legacy of apartheid education. The former Department of Education and Training encountered political resistance to evaluation and appraisal because many inspectors and principals were viewed as being politically biased. Mestry et al. (2009:476) states that Developmental Appraisal System, moved to Whole School Evaluation System, which further developed into a performance measurement system which culminated into IQMS. Bischoff and Mathye (2009:395) state that the so-called teacher performance management trajectory in South Africa went through a number of phases after the 1994 elections. IQMS was introduced in 2003. The Educational Labour Relations Council (ELRC) is a bargaining council for the education sector which
consists of representation of the employer and the employees. The ELRC aims to create effective and constructive labour relations to ensure the promotion of transformation of education at all levels within society. One of the objectives of the ELRC is to conclude and enforce collective agreements. The ELRC in 2003, in terms of Resolution 8, introduced IQMS. Bischoff and Mathye (2009:395) state that the purpose of this agreement was to align the different quality management programmes, which include developmental appraisal, performance measurement, and whole school evaluation with the main aim being to ensure quality public education for all, and to constantly improve the quality of teaching and learning, and developing educators. The basic purpose of this appraisal system is to improve the core output of the schools, which is to assist learners master reading, writing and arithmetic skills.

One of the challenges facing the government is the problem of skills shortage and unemployment in South Africa. According to the National Budget Speech of the Republic of South Africa 2012, the Department of education received 207 billion rands. The Eastern Cape Province was the worst performing province performing dismally in the 2012 National Senior Certificate end of the year results. The King William’s Town district is one of the 23 districts that form the Eastern Cape Department of Education. The major problem facing the provincial government is that schools underperform. Despite the implementation of IQMS the performance of schools is not improving.

Public Schools, as defined by the *South African Schools Act, 84 of 1996*, are a place of learning, teaching and assessment. However, the King William’s Town District continued to languish in the bottom, when senior certificate results were announced in the past two years. This study investigated the role of IQMS, as a developmental appraisal performance measurement and evaluation model, in the performance of selected schools of King William’s Town Education District.

### 1.3 Problem statement

A feature of public policy is that it is an anticipated solution to a problem and as such, new and unanticipated problems may be encountered during implementation either because of lack of time, information or expertise or because implementers may substitute their views for those of the policy-maker (Brynard, 2007:356). As pointed out,
the introduction of IQMS in 2003 did not solve underperformance especially in the Eastern Cape. Flowing from the above, the study is to investigate the implementation process of IQMS to improve learner performance in the selected schools.

1.4 Aim

The aim of this study is to investigate the implementation of IQMS as a means to enhance the improvement of learner performance in the selected schools of King William’s Town District. The goal is to find out how the selected schools implement this performance appraisal system, and how the system contributes to improved learner performance.

1.5 Objectives of the study

This study was set out to achieve the following objectives:

- To analyse the implementation process of the policy of IQMS in schools;
- To determine the effectiveness of the processes and procedures for implementing IQMS in the selected schools;
- To evaluate the utilisation of appraisal and measurement information to improve learner performance; and
- To suggest recommendations for improvement.

1.6 Research question

The following research questions informed this study:

- What are the problems in implementing IQMS in the selected schools?;
- To what extent is the implementation and utilisation of IQMS in improving the quality of teaching and learning in the selected schools?; and
- What management support is provided to schools to assist in effective implementation and utilisation of IQMS used in the selected schools?.

1.7 The significance of the study

This study seeks to assist schools in analysing the role of IQMS in improving the performance of educators. The study envisages to help the selected schools in effective implementation of IQMS and in assist to improve learner performance and
the quality of teaching and learning. Teachers stand to benefit from the recommendations and findings. Learners could directly benefit from improved performance of educators. Though the study is limited to the selected schools, findings could be used to improve performance of other schools within the district.

1.8 Preliminary literature review

Hofstee (2009:91) states that a literature review assists readers to be aware of what has been written before about the subject under discussion. It provides a theory base for the work understudy and is significant as it provides detailed context of the work leading to new knowledge. Confucius in Hofstee (2009:91) advises his scholars that a man who reviews the old, so as to find out the new is qualified to teach others.

This review intends to peruse what other writers have written about IQMS in the context of performance management. Views of authors of performance management and academic journals are critically reviewed. Legislative framework, conceptual framework and theoretical framework served as a foundation of this review.

1.8.1 Conceptual framework

According to Steyn and van Niekerk (2008:249), appraisal can be defined as a continuous and systematic process to help individual educators with their professional development and career planning, and to help ensure that the organisation’s performance is improved through the enhanced performance of individual members.

Education Labour Relations Council, 2013(a) Resolution 8 of 2001 states that the IQMS consists of three programmes, which are aimed at enhancing and monitoring performance of the education system. The three programmes of IQMS are mentioned as follows:

- Developmental appraisal;
- Performance measurement; and
- Whole school evaluation.

The purpose of developmental appraisal is to appraise individual educators in a transparent manner with the purpose of determining areas of strength and weaknesses and to draw programmes for individual development.
Lumby, Middlewood and Kaabwe (2003:37) state that performance of organisations can be conceptualised in terms of three broad areas:

- Performance in activities that support the mission (effectiveness);
- Performance to resources available (efficiency), and
- Performance in relation to long term viability or sustainability.

Lumby et al. (2003:37) elaborate that the evaluation of organisational performance in any of these areas does not take place in a vacuum; good performance means that learners received quality teaching. In education the search for quality has always been both an obvious and elusive quest.

1.8.2 Theoretical framework

According to Gildenhuys and Knipe (2010:53), education and training is a function of the government, and it is responsible for developing the individual into a thinking, sensible, sentient, literate and technically skilled person. This review attempts to locate the position of IQMS in the broader public administration.

Thurlow, Bush and Coleman (2003:137) contend that the concept of quality is a broad one that includes connotations of excellence and also the implication of achieving a standard that is maintained. The wording of aims and mission statements for most schools includes reference to quality in education. Thurlow et al. (2003:137) argues that the question then arises, what stakeholders may understand about the word quality. The answer may depend on the interests and on the status of that person asking the question. The parent could answer by saying that good examination results denote quality. Other stakeholders, like teachers, governing bodies, clergy, and politicians could give answers that relate to learners achieving good marks in examinations.

Cambell, Corbally and Nystrand (1983: 221) mention that appraisal gives attention to the purpose of the programme, to the evidence indicating how well the programme is meeting its purpose, and to the judgement of whether the outcomes are good or bad. In short, appraisal is the process by which the description of how well someone is doing is made. Cambell et al. (1983:240) firmly believe that programs in schools and school districts should be planned and implemented, so they can be appraised.
Appraisal has been formalised in the evaluation movement; indeed it has become an important subfield in education with its own concept and methodologies. In day-to-day operations of the schools, less formal approaches to appraisal are also needed. Appraisal should lead, whenever possible, to improved performance and schools should focus on three concepts namely: course effectiveness, student achievement and personnel performance. Cambell et al. (1983:240) state that an effective means by which this performance is monitored and assessed through some kind of appraisal, is therefore necessary. At the heart of any appraisal management is the tension between the need to both judge performance and support its development. In South Africa, attempts to find and implement an effective appraisal scheme may be made more difficult by the view of many people that appraisal is used as a form of control. This suspicion is not unknown in developed countries, where formal appraisal schemes were first introduced.

Lumby et al. (2003:121) assert that the biggest barrier to effective teacher appraisal appears to be the lack of trust between teachers and those who may be responsible for the scheme.

1.8.3 Legislative framework

Mathula (2010:2) states that the education policy and legislative context for performance management in schools include the following:

- The Employment of Educators, Act 76, of 1998;
- The National Education Policy, Act 27, of 1998;
- Education White Paper, 1995;
- Resolution 4, of 1998 – Developmental appraisal;
- Resolution 7, of 1998 – Workloads for school based educators; and
- Resolution 8, of 1998 – Duties and responsibilities of educators.

The Constitution of the Republic of South Africa, 1996, ensures everyone a right to education. This right needs not to be compromised by poor quality of teaching and learning. The effectiveness and relevance of other subsequent legislations mentioned above will receive a review in this section. In the literature review, challenges to legislation implementation will be examined.
1.9 Delimitations

Du Toit and Van Der Waldt (2007:11) assert that public administration is an activity that refers to work done by officials within the spectrum of government institution, to enable them to achieve the objectives of the government. Gildenhuys and Knipe (2010:31), explain that one of the functions of a state is to provide education and training to fight the evil of illiteracy by providing, primary, secondary and tertiary education.

This study is based on the fact that appraisal falls in the domain of human capital provision and utilisation or staffing. According to Du Toit and Van Der Waldt (2007:15), activities of personnel entail the effective and efficient utilisation of personnel to produce the desired outputs. Quality management also links with control. Control is exercised to ensure that all administrative functions are carried out effectively and efficiently to achieve objectives. This study was conducted in the Eastern Cape Province of which the King William’s district is one of its 23. The selected schools for this study are all situated in this district and according to the district demarcation they all belong to Circuit 14. This study was confined to these schools.

1.10 Research design

Hofstee (2006: 120) writes that the research design provides a theoretical background to the methods to be used in the research and a research design is the basic plan which guides the data collection and analysis phases of the study. It provides the framework which specifies the type of data to be collected, the sources of data and the data. This study is guided by the principles of qualitative research. According to Creswell (1994:145) qualitative research is concerned with the process rather than the outcomes. Qualitative research method is interested in the meaning and how people make sense of their realities, and is thus descriptive. This study used this approach to explain the role of IQMS in improving the results of the selected schools. Better results can be obtained when meaning is interpreted from the participant’s point of view.

1.11 Research methodology

“Fundamental to every scientific research is a method which can be explained as a prescribed manner for performing a specific task, with adequate consideration of the
problem, objectives and hypothesis” (Creswell, 1994:156). Hofstee (2006:107) writes that the method is vital to the success of the study because a result can only be accepted, rejected, replicated or even be understood in the context of how to get there. The method explains how to get to the conclusion. Mouton (2002:35) states that research methodology involves the application of a variety of standardised methods and techniques in the pursuit of valid knowledge, and is committed to the use of objective methods and procedures that will increase the likelihood of attaining validity. Mouton (2002:36) also emphasises that research methodology refers to the means required to execute a stage in the research process. It explains the knowledge of how to do things or the total set of means that social scientists employ to reach the good of valid knowledge. In the context of this study, methodology assists the researcher to obtain what the educators know about IQMS.

The approach for this research was mainly qualitative. The qualitative open-ended questions assisted in understanding the educators’ perception of IQMS and its implementation. According to Babbie and Mouton (2001:270), the primary goal of studies using this approach is defined as describing and understanding rather than explaining the human factor. Creswell (1994:40) states that qualitative techniques allow researchers to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives. Researchers using qualitative techniques examine how people learn about and make sense of themselves and others.

This study focused on the implementation of IQMS to improve school’s performance. Using this research methodology, the educators, principals and district coordinators supplied the researcher with information about their understanding and perception of the effectiveness of IQMS in improving schools performance.

1.11.1 Population

The study intended to study three schools of the King William’s District, which consist of less than hundred qualified educators. Qualified educators, who are permanently employed are better positioned to respond well to this investigation. It is expected that all educators who are permanent and have completed one year in that school, must participate in IQMS.
1.11.2 Sample

The study selected five educators from each school, to complete the questionnaire. Post level one, post level two and principals were targeted. Educators, who had participated fully in the IQMS process for more than one cycle, were best suited for this research. Data was collected randomly and purposefully from those who had undergone the appraisal.

Cohen, Manion and Morrison (2007:100) state that the quality of research stands and falls not only by the appropriateness of methodology and instrumentation, but also by the suitability of the sampling strategy that has been used. Purposeful sampling would ensure that those with the right information are investigated. Each school consist of not more than twenty educators, and five educators were chosen. Educators are the only stakeholders who are the implementers of the system.

1.11.3 Data collection

The investigation of the role of this appraisal system was done by means of questionnaires. Schools were visited and questionnaires were given to five educators in each school namely; Nosizwe Senior Secondary School, Thembalesizwe Senior Secondary School and Enoch Sontonga Senior Secondary. Appointments were made and questionnaires were given to the educators at a convenient time, without any disruption to the tuition. Educators were given an option of taking the questionnaires home, and were collected at a later date.

The questionnaire was structured to include closed questions and open ended questions. Open ended question allowed the participants to express themselves elaborately. The questionnaire was designed in such a manner that it was easy to complete and it was not too long. It was designed to capture information that is objectively accurate and easy to interpret. Creswell (1994:154) states that data analysis is based on data reduction and interpretation. The researcher would record data and convert it into information according to patterns, categories or themes and then interpret this information. Creswell (1994:152) states that the process of data analysis is eclectic. The researcher was required to see contradictions, similarities; and the interpretation of information received was done fairly and objectively.
1.12 Ethical considerations

Informed consent was obtained from the participants. The research did not involve the learners. A participant consent form was developed and was given to the participants before the probe - educators were the only group that participated. Cohen et al. (2007:53), suggest the following checklist to ensure ethical compliance:

- Clear official channels by formally requesting to carry out investigation;
- Speaking to people, who will be asked to cooperate;
- Ask permission from the institution head if information is going to be used;
- Anonymity and confidentiality be maintained where necessary;
- Give participants information they need;
- Outline intentions and conditions under which the study would be carried out;
- Honesty and the purpose of the study should not be compromised;
- It must be remembered participants are doing a favour; and
- Negotiating is an important aspect.

The research abided by the stipulations envisaged above. Anonymity of participants was guaranteed. Participants were informed that their anonymity was protected, and should they wish to be excused from the research they were free to do so. A letter was given requesting permission to conduct the research explaining the intention and the process of the study, so as to obtain informed consent from the participants and all the relevant stakeholders. In order to ensure this, the researcher applied for ethics clearance from the university.

1.13 Validity and reliability

According to Maree (2007:216), validity of an instrument or study refers to an extent to which it measures what is supposed to measure. Education is a very broad phenomenon and schools are complicated institutions. As such, one could be easily swayed away about what happens in a school. For an example excellence in sport could impress the researcher and make him or her deviate from the main mission of the research, which is to investigate the relationship between appraisal and performance of the schools. The research did not focus on other aspects of the
schools. It focused only on the particular issue of IQMS and the performance of the school. Vithali and Jansen (2003:33) suggest that researchers should consider the following when checking validity:

- Comparing findings of the instrument with findings for other instruments;
- Conducting joint observation or collaborative marking of the same tests;
- Returning draft reports to participants for accuracy checks;
- Considering rival explanation for the same issue or question; and
- Doing multiple observation of the same event.

The researcher recorded what was really happening in the schools. Additional information was sourced from the district coordinator to verify educators who have participated in the process before. The study also enquired about the role played by IQMS in internal examination performances. It would be a fallacy to judge performance and the relationship on the basis of external examinations only. Maree (2007:215) convinces readers that reliability of an instrument means that if the same instrument is used different times or in different subjects from the same population, the findings should be the same. In other words, reliability is the extent to which the measuring instrument is repeatable and consistent. In order to ensure reliability, educators who teach different subjects and who are in different levels, were interviewed. Vithali and Jansen (2003:33) state that if the research instrument is used more that once, it must produce the same results.

1.14 Outline of chapters

Chapter 1:

Introduction, this chapter gives the reader an introduction of this research report. Issues like the background of the study, problem statement, aim, objectives, and the significance of the study received attention in chapter one.
Chapter 2:

Chapter 2 deals with what other academics and scholars have written about IQMS. Legislative framework, conceptual framework, and theoretical framework would receive a critical review in this chapter.

Chapter 3:

The third chapter explains how data was collected. This chapter gives justifications and importances of methodology issues, such as, research paradigms, instrument, population, sample and ethical considerations.

Chapter 4:

This chapter is focused on data recording, interpretation and analysis of the data collected. Tables and pie charts are used to illustrate and summarise the data received.

Chapter 5:

Findings, recommendations and conclusion are discussed in this chapter. This is the final chapter of this report.

1.15 Conclusion

The performance of learners in the National Senior Certificate leaves little to be desired and the performance of the educators could not be divorced from the performance of the learners. The government has put good control and monitoring systems in place. However, the way in which IQMS is implemented needs more attention. IQMS on paper is a good practice though its implementation and contextual factors negate its good intentions. It is evident that much needs to be done to uplift the standard of education and the aims of IQMS can be achieved if all the stakeholders can implement the system correctly.
CHAPTER TWO

IQMS FOR IMPROVED PERFORMANCE

2.1 Introduction

The concept of IQMS is very complex. It consists of three concepts that are integrated together. This phenomenon integrates three aspects of teacher appraisal, namely: performance appraisal, quality management and performance evaluation which are discussed in this chapter. In order to bring more understanding to the concepts, it is necessary to make a brief explanation of the requirements, challenges and history of appraisal from its early years up to the modern day. Scholars have written extensively on this subject. A review of IQMS components and other related concepts will be discussed in this chapter. First, the discussion of performance appraisal will focus on the conceptual framework; second, the constitutional, legislative and policy framework will be discussed. Last, this chapter will explore the relationship between public administration and performance appraisal.

2.2 Brief overview of IQMS

According to the Education Labour Relations Council, 2013a. Resolution 8, of 2001, IQMS is a tool that must be used by all educators in the Republic of South Africa. IQMS consists of three programmes, namely: developmental appraisal, performance measurement and whole school evaluation which aims at improving quality, adding value and monitoring performance of education as a whole. The aim of developmental appraisal is to formally assess performance of an individual educator in a transparent and fair manner, with a view to determine the strengths and weaknesses, so that at the end a programme is drawn for individual development. According to the Education Labour Relations Council, 2013a. Resolution 8, of 2001, performance measurement, aims at evaluating individual educator for salary and grade progression rewards or incentives. The main objective of whole school evaluation is to assess the overall effectiveness of the school. School effectiveness includes support provided by the district and school management team, in relation to infrastructure and quality of teaching and learning.
**Education Labour Relations Council, 2013a. Resolution 8, of 2001, states that principals, school management teams, staff development teams, and developmental groups must facilitate the implementation of IQMS. Staff development teams are composed of principals, school management teams, and level one educators while the developmental support group consist of the educator’s immediate senior and one other educator on the appropriate phase.**

2.2.1 Performance appraisal

Experts in the area of human resource management define appraisal in different ways. Venclov’a (2012:160), states that in the 21st century, people are recognised as the most important resource of a company or any public sector organisation. Appraisal is an important factor for personal development and for encouraging increased performance of employees. Employees are regarded as an internal resource in any organisation and it is important to use appraisal to enhance employee performance.

According to Venclov’a (2012:160), appraisal is defined as a systemic way of assessing performance, and there is a distinction between formal and informal appraisal. Banner and Graber (2007:26) argue that performance appraisal can be defined as the basic, and yet baffling process of determining how an individual employee performs. Usually this appraisal is relevant to a predetermined period of employee performance. They add that performance appraisal originates from the personnel function it requires managers to give appraisals to subordinates.

Banner and Graber (2007:26) state that the performance appraisal process involves how performance criteria is actually measured. Cardy and Dobbins in Swanepoel, Erasmus, Van Wyk and Schenk (2003:266) define performance appraisal as a formal and systematic process, by means of which the job-relevant strengths and weaknesses of the employees are identified, observed, measured, recorded and developed.

Performance appraisal falls within human resource management. Swanepoel et al. (2003:266) state that performance appraisal, when applied correctly, links up with most of the human resource management activities. This implies that performance appraisal should be used in an integrated and coordinated manner in order to accomplish institutional goals effectively. Performance links up with other activities of
any public sector organisation, such as, human resource planning, probation, promotion, merit increases, training and development, dismissal and so on.

Wiese and Buckley (1998:233) assert that at its core, the performance appraisal process allows organisations to measure and evaluate an individual employee’s behaviour and accomplishments over a specific period of time. Performance appraisal assists management in taking sound administrative decisions. Human resource managers must make decisions regarding, who receives raises and promotions and whose employment is going to be terminated. Wiese and Buckley (1998:233) argue that there are many advantages of using performance appraisal, especially if it is designed properly. These include: appraisal facilitates organisational decisions such as reward allocation, promotion, demotions, layoffs, recalls and transfers. It also assists managers in developing employees.

Wiese and Buckley (1998:234) argue that appraisal assists individual employee’s decisions regarding career choices and subsequent direction of individual time and effort. Performance appraisal, when implemented correctly may increase employee’s commitment and satisfaction.

According to Ntombela, Mpehle and Penciliah (2010:362), performance appraisal is a process that provides an analysis of a person’s overall capabilities and potential, allowing informal decisions to be made for a particular purpose. An important part of the process is assessment, whereby data on an individual’s past and current work behaviour is collected and reviewed.

Ntombela et al. (2010:250) explain that performance appraisal serves different purposes, depending on whether they are viewed from the perspective of management or of an employee. Management generally uses appraisal to make decisions about compensation, training needs, promotion and improving management. From the employee’s perspective, however performance appraisal assumes importance in regard to consideration of equity, employee growth and development. Despite the semantics, local and international scholars agree that appraisal is a management imperative that aims to increase the performance of employees.
2.2.2 Early history of appraisal

Wiese and Buckley (1998:234) state that, although not called appraisal in the bible, the bible has many examples where the individual performance is an important issue. “The Lord filled him with spirit the spirit of God, in wisdom and understanding, in knowledge and all manner of workmanship to design artistic workmanship” (Good News Bible, Exodus Chapter 35:30). In this instance, Moses selected the man who was known to be the most skilled craftsman from the tribe of Israel to build and furnish the tabernacle of the Lord in approximately 1350 years before Christ. According to Wiese and Buckley (1998:234), merit exams were given for selection and promotion as early as the Han Dynasty; imperial raters were employed by emperors of the Wei Dynasty to rate performance of official family members.

According to Wiese and Buckley (1998:235), in 1813 an army general in the United States of America submitted an evaluation of each man in the United States War Department. This evaluation is generally looked upon as a start of formal appraisal in the United States. The army general used a global rating, with descriptions of his men’s performance. Wiese and Buckley (1998:239) add that by the early 1950s, 61 per cent of United States Public Service organisations, regularly used performance appraisal, as compared with only 15 per cent immediately after the World War II. The primary tool IQMS uses is also a rating tool, the same instrument that was used in United States public organisations.

Wiese and Buckley (1998:239) argue that performance appraisal travelled a long journey from biblical times to the modern era. The need for appraisal remains relevant in public organisations. History enables people to know the past - the knowledge of the past gives wisdom to understand the present, and predict the future. It must be known that appraisal is not new. It was used in the past and will remain relevant even in the future; methods of appraisal that were used in the past are still used and they are still relevant today.
2.2.3 The purpose of appraisal

Different authors agree that appraisal is a process that seeks to evaluate or measure different employee’s input in the organisation. The purposes of appraisal vary from organisation to organisation, but it appears that there is an agreement that the main aim of appraisal is to increase productivity of the organisation, and take decisions about other different human resource functions. In order to bring more clarity to this concept, it is critical to outline the purpose of appraisal.

Banner and Graber (2007:28) highlight that the purpose or use of performance has dramatically expanded over the years. Up until 1960, performance appraisal was used for administrative activities, such as firing, promotion and placement decisions. The subjectivity element of this work resulted in incorrect decisions being made. Furthermore, employees rating one another resulted in problems. This led to the development of a hybrid system of performance appraisal which combines behavioural systems leading to appraisal being known as a multipurpose activity.

Monyantsi and Camper (2006:427) express the view that public institutions, including schools, identify the main purposes of appraisal, as:

- Appraisal, first serves as a basis for modifying behaviour, to realise more effective working habits, to provide adequate feedback to each employee on his/her performance, and to provide managers with data, with which to evaluate future assignments and to determine compensation; and

- Second, when discussing the purpose of appraisal, it is important to distinguish between organisational goals, rater goals, and ratee goals.

Banner and Graber (2007:130) describe four types of uses of performance appraisal: between persons, within person, system maintenance and documentation. Between persons uses are what is referred to as “administrative purpose”, consisting of recognition of individual’s performance to make administrative decisions.

According to Seddon (2007:47), the evaluation of one party by another is an important aspect of superior-subordinate relationship in organisations. Performance appraisal has essentially two purposes: administrative and performance improvement. The administrative role of performance appraisal has seen some change from merely
being concerned with issues such as: promotion, transfers, training needs and salaries to being increasingly used as a source of data for integrating personnel. The performance improvement role of appraisal has been the meat of much training.

Seddon (2007:47) states that public servants, teachers in particular, need to be guided about what the process seeks to achieve. It is reported in literature that before 1994, appraisal in South Africa was abused to settle political scores. Seddon (2007:47) argues that the abuse of performance appraisal has created a bad perception from teachers, some still viewing appraisal as a form of which hunt and oppression. Current human resource practitioners, have a mammoth task of demystifying appraisal. The purpose of appraisal should be articulated clearly with teachers being informed about the purpose. Better results from the system can be optimally achieved if the purpose is clear to everyone.

2.2.4 Requirements for a good appraisal system

Banner and Graber (2007:30) state that for the realisation of the purpose of appraisal, certain requirements need to be met by the appraiser and the appraisee. In order for appraisal do what it is intended to achieve, the following requirements should be met:

- It must be designed with multipurpose in mind;
- Performance appraisal must be designed with contextual elements in mind;
- It must be valid and reliable through the pre-tests and other techniques;
- The system must be structured with built-in motivation system for appraisers;
- Appraisal must be designed so that employee participation is encouraged and it must be compatible with organisational culture;
- A good appraisal needs to be orientated towards training, to make the rater and the ratee clear about their roles;
- It must be designed to avoid traits and other subjective measures in favour of behaviour and outcome of measures; and
- It must be designed to use multiple raters when possible.

Banner and Graber (2007:30) assert that in order to maximise the benefits of this system, it must be known that other external factors can promote or hinder the appraisal. Schools as dynamic institutions need the system to be implemented
through guidance by some requirements that need to be established before, during, and after implementation of each step involved in this process. Schools are unique and as such, situational and personal factors should be managed, so as to produce a credible appraisal that can enable teachers improve their performance. Opponents of appraisal associate it with political change, brought about by the new government established in 1994; this needs to be addressed. Appraisal and performance management are not new.

2.2.5 Distinction between performance management and performance appraisal

According to Aguins (2009:2), performance appraisal refers to a system that involves employee evaluation once a year with little effort to provide feedback and coaching so that performance can be improved. It is a systematic description of an employee’s strengths and weaknesses. Performance management is more than just evaluating employee performance. It is an ongoing process rather than a once-off event taking place, for instance, annually or biannually. It is a comprehensive, continuous and flexible approach to the management of the organisations, teams and individuals which involves the maximum amount of dialogue between those concerned.

2.2.6 Teacher appraisal in South Africa

Ntombela et al. (2010:362) argue that performance management in the education sector was unheard during the time of apartheid. During that period ‘appraisal inspection’ was the concept used to describe what is known as performance appraisal in education today. This system shared all other aspects of bureaucracy of that time. It was characterised by top-down hierarchical authoritarian aspects that were not easily accepted by teachers. Ntombela et al. (2010:363) and Koike (2013:347) conclude that performance appraisal of that time typified bureaucracy and judgement where, for example, the appraisees were not in any way involved in the process and were unaware of what was expected of them by the inspectors.

Clercq (2008:9) states that, when it comes to South African teachers, it can be argued that, because of the apartheid legacy and unequal education systems, most educators approached their work as workers or civil servants rather than as professionals. These educators comply with bureaucratic rules and regulations and transmit the education in the only way they know. They do not see themselves as fully responsible for
learner’s results. Educators together with the unions, argue that learners achieve poorly because of poor and inadequate school resources. However, socio-economic contextual factors should be considered in the evaluation of educators.

Mestry, Hendricks and Bisschoff (2009:476) reiterate that the culture of professional development has been severely affected by the legacy of apartheid education. They add that the former Department of Education and Training encountered political resistance to evaluation and appraisal because many principals and inspectors were viewed as being political biased collaborators with the apartheid regime.

Ntombela et al. (2010:361) state that after the abolishment of the apartheid government in South Africa, the public service as a whole needed to be transformed into a democratic dispensation after 1994. In the education sector for example, it was imperative to revise existing legislation, policies and regulations or for new ones to be formulated to address the huge disparities in education. In order for the country to address issues of performance of management in education, developmental appraisals (DA) were introduced in 1998, to deal with issues of relevance, transparency, development, efficiency, and effectiveness in schools. It was subsequently followed by Whole School Evaluation (WSE), the purpose of which was to evaluate the effectiveness of the school as a whole. Integrated Quality Management System (IQMS) was introduced in 2003. The system integrated DA, WSE and a performance measurement system.

2.2.7 Quality management

Miloson (2011:43) states that total quality management (TQM) is an organisational strategy, founded on the idea that performance should be controlled. The objective of TQM is to increase the efficiency and effectiveness in satisfying the customer. According to Miloson (2011:43) the concept of TQM was proposed by Dr. Edward Deming in 1940 but its use started in 1985 with the takeover by American principles of working in Japanese industry. TQM is based on process improvement where it focuses on analysing and eliminating undesirable effects of production process. It concentrates on improving quality of the products and services system.

According to Miloson (2011:44), TQM is a description of culture, attitude and organisational values of a company that strives to provide clients with products and
services that meet their needs and expectations. Thus, gradually the selection of finished class performance has been replaced by statistical control of quality parts on production streams with organisation needing to evaluate the output of employees system.

The concept of TQM is used mostly in the private sector. The view raised above is motivated by the fact that quality must meet the specifications of the users. Education is a public good that needs to meet the needs of the public. The public needs better services. Education is a service; it differs from manufactured products. Schools deal with the minds, lives and future of children therefore, incompetent graduates cannot be tolerated in this system. Appraisal needs to focus on improving the performance of educators with teachers constantly striving to achieve quality.

2.2.8 IQMS for improved performance

Werber (2005:63) agrees with Ntobela et al. (2010:362) that the IQMS combines the three programmes that have been discussed above and that it is aimed at teachers and schools. According to Werber (2005:63) the purpose of developmental appraisal is to appraise individual educators in a transparent manner with the view to determine areas of strength and weakness, and to draw up programmes for individual development.

Werber (2005:63) states that the purpose of WSE is to evaluate the overall effectiveness of a school, including the support provided by the district, school management, infrastructure and learning resources, as well as, the quality of teaching and learning system. Education Labour Relations Council, 2013a Resolution 8, of 2001, mentions that the purpose of IQMS is to: determine competency, assess strengths and determine areas for development. IQMS aims at providing support for teachers and creating opportunities for development and improving performance. Werber (2005:66) states that IQMS pays careful attention to integrating the three constituent programmes, namely: development appraisal and performance measurement, and WSE; the three programmes are supposed to complement one another, without the duplication of structures and procedures.

Sigh (2008:32) advises that with globalisation, the practice of integrating resources is currently widespread. He adds (2008:33) that customer requirements and competitor
performance are constantly changing. In order to maintain the competitive edge the organisation must constantly find ways of performing their activities better. There are a number of activities which can be improved, optimised and innovated, including by implementing integration processes among other business practices system.

2.2.9 Challenges of teacher appraisal

Sigh (2008:40) reports that IQMS is not implemented well in other provinces where the implementation is very slow. One of the reasons they have noted is the National Department of Education's advocacy programme on IQMS not being intensively driven. Furthermore, the provincial Departments of Education are not providing sufficient training to teachers in the field of IQMS system. In fact Sigh (2008:40) notes that most of the teachers undergo once-off training. In some provinces training was outsourced to institutions of higher learning and private consultants, who themselves had inadequate knowledge and practical experience to undertake such training system. Sigh (2008:40) states that the cascading model of training, the lack of insight of IQMS given by facilitators, the untimely implementation of IQMS, the top-down approach of the department, the poor leadership of principals and school management teams, and insufficient resources in previously disadvantaged schools are some of the reasons teachers are not displaying initiative to implement IQMS system. Sigh (2008:40) states that the department together with principals have been severely criticised by teachers for forcing the implementation of IQMS system. Sigh (2008:40) further argues that the low morale of teachers, due to their poor working conditions and remuneration packages, their inability to deal with massive policy changes and not getting to grips with changes in the curriculum and the top-down approach of different provincial departments in policy matters, has seriously infringed on the successful implementation of IQMS system.

Despite the challenges mentioned above, teachers can still improve their performance. It is good to identify challenges, but strategies need to be developed and be implemented to overcome the challenges.

2.3 Legal framework of IQMS

IQMS exists in an environment that is regulated and controlled by legislation. It is necessary for practitioners working with appraisal to be aware of legal and policy
prescriptions that govern teacher appraisal. The *Constitution of South Africa, 1996*, and subsequent legislation such as The *Employment of Educators, Act 76, of 1998* and other policies will receive a review in this study. Public service legislation that relates to appraisal will also receive attention in this section. Policies are necessary to make guidelines of how IQMS should be implemented to produce quality teaching and learning.

2.3.1 Constitutional framework of IQMS

Maserumule (2008:253) states that Section 195 (1) of the *Constitution of the Republic of South Africa, 1996* prescribes that public administration must be development-orientated. This constitutional prescription is one of the fundamental values and principles governing public administration. Maserumule (2008:254) contends that the meaning of development is embedded in value orientations that contrast each other and the concepts of development is described as a fact of event, or happening, especially one that changes the situation. Development is defined as a multi-dimensional process that normally connotes change from less, to more desirable state system. In the context of governance, development is defined as process of improving the quality of human lives system. The *Constitution of the Republic of South Africa, 1996*, 195 (1) states that the public administration should be guided by the following values and principles system:

- A high standard of professional ethics must be promoted;
- Efficient, economic and effective use of resources must be promoted;
- Public administration must be development-orientated;
- Services must be provided impartially, fairly, equitably and without bias;
- People’s needs must be responded to;
- Public administration must be accountable;
- Transparency must be fostered by providing the public with timely, accessible and accurate information
- Good human resource management and career development practices, to maximise human potential must be cultivated; and
Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve broad representation.

Chapter 195, of the Constitution of the Republic of South African, 1996, encompasses values and principles that should be considered when appraisal is undertaken system. The Constitution is the supreme law of the country and no legislation must be inconsistent with it. The Constitution advocates for improved, efficient and accountable public administration.

2.3.2 Constitutional principles underpinning IQMS

According to Swart and Malan (2007:274), constitutional values and the principles of public administration provide useful framework through which capacity and performance of the public sector can be driven. The building of such capacity should have a long term perspective and it involves the making of choices and decisions. Swart and Malan (2007:282), explain that Section 195 (1) (h) of the Constitution of the Republic of South Africa, 1996, promotes the principles of good human resource management and career development practices. The human resource capacity required for managers in the public sector today is very different from what was expected before 1994. Swart and Malan (2007:282) state that since 1994, transformation process has led managers to focus on the development of sound human resource strategies in order to promote and encourage the personal growth of officials in the public sector. Public managers and leaders are required to manage large numbers of people in a diverse society, and leadership and managerial capacity need to be developed in order to sustain and manage change and cultural diversity, while also promoting an awareness of the centrality of citizens in service delivery system.

The Constitutions of the Republic of South Africa, of 1996, envisages a public service that is a transformational system. Transformation can not only be political; the performance of educators should be transformational and in order to achieve the constitutional principles, teachers need to improve their performance.
2.3.3 The Bill of Rights

Chapter 2, of the Constitution of Republic of South Africa, of 1996, prescribes that everyone has right to basic education, including adult basic education system. Arendse (2011:97) asserts that Section 29, of the South African Constitution consists of a cluster of education rights and has consequently been called hybrid right. This is because, Section 29(1) characterises the socio-economic nature of the right, whereas Section 29 (2) and 3 are civil and political rights. As a socio-economic right Section (29) (1) obliges government to make education available and accessible to everyone. Section 29 (1) in particular entitles everyone to basic education.

The right to education enjoys extensive protection in international law. Sund (2006:328) states that the Universal Declaration of Human Rights (UDHR) was the first international instrument to give expression to the right to education. Article 4(a) of the United Nations Education and Science Commission requires that states must promote equality of opportunity and treatment in the matters of education, and make education compulsory and free. The International Covenant on Social, Economic and Cultural Rights obliges states to make primary education compulsory and free, whereas secondary education shall be made generally available and accessible system.

Sund (2006:327) mentions that a child has a right to education, and teachers are obliged to provide this right. Parents may, however, not be obliged to give their children education themselves - they just need only to provide children with the opportunity to go to school. Parents are expected to raise their children to the best of their abilities system and teachers have an obligation to provide quality education, to ensure that children enjoy the right to education. Poor performance of teachers could compromise children’s right to education. The constitution requires policies to support its prescriptions.

2.3.4 The White Paper on Human Resource Management in the Public Sector

Chapter 5. of The White Paper on Human Resource Management in the Public Sector, no 185464, 1997 states that the success of the public service in delivering its operational and developmental goals depends primarily on the sufficiency and effectiveness with which the employees carry out their duties system (RSA,1995b).
Managing performance is therefore a key human resource management tool to ensure that: employees know what is expected of them, managers know whether the employee’s performance is delivering the required objectives, and poor performance is identified and improved system (RSA, 1995b). The White Paper on Human Resource Management in the Public Sector, no 18564, 1997, further asserts that performance management is therefore an integral part of an effective human resource management and development strategy system (RSA, 1995b).

It is an ongoing process, in which the employer and the employee together strive to constantly improve employee’s individual performance, and his or her contribution to the organisation’s wider objectives. The White Paper on Human Resource Management in the Public Sector, no 18564, 1997, caters for the broad public service. The Department of Education is a component of the broader South African public service and is expected to abide by the requirements of the broader public service system (RSA, 1995b). The White Paper on Human Resource Management of the Public Sector in the Public Sector, no 18564, of 1997, states that performance must be appraised and be developed system (RSA, 1995b). The document further gives broad guidelines of how performance management ought to be done. The White Paper on Education and Development of Education and Training, Notice 196, of 1995, gives specific guidelines that advocate for improved educator performance system (RSA, 1995a).

2.3.5 The White Paper on the Reconstruction and Development of Education and Training

The White Paper on the Reconstruction and Development of Education and Training, notice 196, of 1995a, affirms that, for the first time in South Africa, a government has the mandate to plan the development of the education and training system for the benefit of the country as a whole system (RSA, 1995a). The challenge the government faces is to create a system that will fulfil the vision to “open the doors of learning and culture for all”. The paramount task is to build a just and equitable system which provides good quality education and training to learners young and old. This is a national task, acknowledged by the government as a fundamental priority of the Reconstruction and Development Programme (RDP) (RSA, 1995a). Developing the human resources of the country is both a goal of the RDP and a requirement for
achieving other RDP goals. Appropriate education and training can empower people to participate effectively in all processes of democratic society, economic activities, cultural expressions and community life, and it can help citizens to build a nation free of race, gender and every other form of discrimination.

Section 7, of the *White Paper on the Reconstruction and Development of Education and Training, notice 196, of 1995*, states that, as with other basic services, the distribution education and training provisions in the country follows a pattern of contrasts and paradoxes. South Africa, has achieved by a large measure the most developed and well-resourced system of education and training on the African continent, with the highest participation rates at all levels of the system. The education system is the most funded department in South Africa.

According to Section 7, of the *White Paper on the Reconstruction and Development of Education and Training, notice 196, of 1995*, the quality of the South Africa’s diploma, degree, postgraduate and research output has created and sustained the country’s sophisticated modern economic and financial infrastructure, business and communication technology, medical, legal, media, cultural and other professional services. In these respects South Africa is able to compete with other industrialising countries and seeks to match itself with the world’s best.

According to Section 8, of the *White Paper on the Reconstruction and Development of Education notice 196, of 1995*, millions of adult South Africans are functionally illiterate, and millions of South African children and youth are learning in school conditions which resemble those of the most impoverished states. In the main, poorly resourced sectors for the majority of the population, a majority of students drop out prematurely or fail senior certificate, and a small minority win entrance to higher education. Access to technological and professional careers requiring strong basis in mathematics and science is denied to many learners because of inadequate performance of educators.

Chapter 4, Section 9, of the *White Paper on the Reconstruction and Development of Education and Training, Notice 196, of 1995*, states that the improvement of the quality of education and training services is essential. In many of the schools and colleges serving the majority of the population, there has been a precipitous decline in
the quality of educational performance, which must be reversed. Quality is required across the board. Quality is linked to capacity and commitment of the teachers, the appropriateness of the curriculum, and the way standards are set and assessed. The national qualification framework is the scaffolding on which new levels will be built. Other quality assurance mechanisms will be developed to ensure the success of the learning process.

2.3.6 Public Service Regulations, No 1, of 2001

*Public Service Regulations, NO 1, of 2001,* states that departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results. Performance management process shall link to broad and consistent plans for staff development and align with the department’s strategic goals. The primary orientation of performance management shall be developmental, but shall allow for effective response to consistent inadequate performance and for recognising outstanding performance. Performance management procedures should minimise the administrative burden on supervisors while maintaining transparency and administrative justice. *Public Service Regulations, NO 1, of 2001,* further asserts that, in cases of unsatisfactory performance an executive shall provide, remedial or developmental support to assist employees improve their performance. Secondly, if the performance is so unsatisfactory and poor, and the desired improvement cannot be affected, the employer must consider steps to discharge the individual for unfitness to carry out his or her duties.

*Public Service Regulations, NO 1 of, 2001,* guarantees incentives for good performance. The regulations state that if the departmental budget and the medium-term expenditure framework provide adequate funds, a head of department may establish a financial scheme for employees or any category for those employees. In order to establish departmental financial incentive schemes, a head of department needs to determine the nature, rules and control measures for incentives in advance. The nature and the rules of incentives should be communicated to employees. IQMS is also used as basis for salary progression.
2.3.7 Policy framework for the government-wide monitoring and evaluation

According to the *Policy framework for the Government –wide Monitoring and Evaluation System, 2007*, monitoring is defined as involving collecting, analysing and reporting data on inputs, activities, outputs, outcomes and impacts as well as external factors, in a way that supports effective management. Monitoring aims at providing managers, decision makers, and other stakeholders with regular feedback on progress in implementation and results. Early indicators of problems that need to be corrected should be corrected early. The *Policy framework for the Government – wide Monitoring and Evaluation System, 2007*, states that monitoring and evaluation usually reports on actual performance against what is planned or expected. Evaluation is a time bound and periodic exercise that seeks to provide credible and useful information to answer specific questions to guide decisions by staff, managers and policy makers. Evaluations may assess the relevance, efficiency, effectiveness impact and sustainability. Impact evaluations examine whether underlying theories and assumptions were valid, what worked, who did not and why. Evaluation can also be used to extract cross cutting lessons from operating unit experiences and determining the need for modifications to strategic frameworks. Monitoring and evaluation aims at improving quality of performance information and analysis of programme level within departments. It also aims to build capacity of employees.

2.3.8 Employment of Educators Act 76, of 1998

The Minister of Education has, in terms of Section 4, of the *Employment of Educators Act, 76 of 1998*, determined the terms and the condition of employment of educators, as set out in the schedules. Subsequent to this Act, Personnel and Administration Measures (PAM) were determined. The basic purpose of PAM is to regulate stipulations of the *Employment of Educators Act, 76 of 1998*.

2.3.8.1 Workload for educators (school based)

The *Personnel and Administration Measures, no 19767, of 1999*, provides the following measures as a work load for school based, inclusive of primary, secondary educators:
The work done by educators includes the following duties covered during a formal school day, with or without pupils, and outside and inside the formal school day;

- The work load of school based, during the normal day entails, teaching time, extracurricular duties, pastoral duties, administration, management, professional duties, planning and evaluation, and

- Outside the formal school day educators are expected to continue with some of these duties.

### 2.3.8.2 Duties and responsibilities of educators

The Employment of Educators Act 76, of 1998, states that the ability of the education system to compete in an increasingly global economy depends on its ability to prepare both learners and educators for new and changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life learning education and training of high quality. Management of educators should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make difference. When and where, appropriate authorities need to allocate authority and responsibility which will ensure the building of human resource capacity.

### 2.3.8.3 Personnel duties of principals

The Personnel and Administration Measures, Notice 19767, 1999, states that principals have a responsibility of professional leadership in the schools. The principals must guide and supervise the performance of all staff in the school and are responsible for the development staff training programmes, both school focussed and externally directed, and to assist educators, particularly new and inexperienced, in developing and achieving educational objectives. Lastly, principals must participate on agreed school appraisal process in order to regularly review their professional practice.
2.3.8.4 Personnel duties of deputy principals

According to Personnel and Administration Measures, Notice 19767, 1999, deputy principals are given the two main duties namely: to guide and supervise the work and performance of staff, and where necessary discuss and write or countersign reports and lastly to participate in agreed school or educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. Deputy Principals, just like principals are expected to participate in appraisal for school development and improved performance.

2.3.8.5 Personnel duties of Heads of Department (HODs)

Personnel and Administration Measures, Notice 19767, of 1999, states that HODs must advise the principal regarding the division of work among the staff and to participate in agreed school or educator appraisal process in order to regularly review the professional practice of educators, with the aim of improving teaching and learning.

2.3.8.6 Personnel duties of teachers

According to the Personnel and Administration Measures, Notice 19767 of 1999, teachers need to participate in agreed school, or educator appraisal process in order to regularly review their professional practice with the aim of improving teaching and learning. Furthermore, they must contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

2.3.8.7 Personnel duties of office based educators

In terms of Employment of Educators, Act 76, of 1998, office based educators should play a big role; that of staff development. The Personnel and Administration Measures, states that office-based educators need to assess professional development of teachers and must support or plan staff development activities and assist in capacity building programmes for school management teams.

2.3.9 Developmental appraisal in practice

Chapter C of the Employment of Educators, Act 76, 1998, provides an overview of developmental appraisal. According to the preamble of Chapter C, the model for
developmental appraisal must be simple, feasible, legitimate and simple. The Act further states that in order to achieve the aims of appraisal, the following requirements must be met, namely: democratic organisational climate, learning culture and openness. Educators must be committed to development. The Act, states that the primary responsibility for development lies within the educator and the primary site for development is the workplace.

2.3.9.1 Manual for developmental appraisal

The Employment of Educators, Act 76, of 1998, states that the aim of developmental appraisal is to facilitate the personnel and professional development of educators in order to achieve the quality of teaching practice and education management. Developmental appraisal is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth through one’s career in education.

2.3.9.2 The developmental appraisal process

According to Employment of Educators, Act 76, of 1998, the developmental appraisal is an ongoing process that starts with a reflective process; in this exercise educators interpret and analyse their performance. Second, self appraisal commences, with self appraisal being the introspection of educator’s performance. The third stage of the process is peer appraisal; educators are expected to collaborate and interact with one another during these stages.

2.3.9.3 Appraisal panels

Employment of Educators, Act 76, of 1998, states that the panel for appraisal should consist of the appraisee and at least three others, except in small schools, where at least two are included and drawn from the following groups: peer, union representative, senior (head of department or the principal). The Act also caters for outside support where educators from other schools can be used, if there is not sufficient personnel in the school concerned.
2.3.9.4  Panels of teacher appraisal

The Employment of Educators, Act 76, of 1998, affirms that in order to ensure that the process is in line with key job functions, a list of criteria, core and additional duties have been drawn up to include the different levels of educators. Core criteria entail the primary duties of educators and optional criteria consider situational factors of the school. Additional criteria may be added depending on the needs of an institution and individual educators.

2.3.9.5  Self or peer rating and prioritisation

The Employment of Educators, Act 76, of 1998, seeks to establish a simple scale that shall be used to determine areas of priority. In this scale, each criterion is defined and the associated performance expectation is given. The prioritisation form contains the key developmental areas.

2.3.9.6  Forms to be completed

In terms of the Employment Educators Act 76, of 1998, there are forms that must be used, and each form has a name, purpose and the person who must complete. The Professional Growth Plan (PGP) is the main form that must be completed and it aims at showing a plan for development in a cycle. It reflects objectives, activities, resources and key performance indicators. Educators must complete one form in a cycle.

2.3.9.7  Performance criteria for post level one educator

Section C, of the Employment of Educators, Act 76, of 1998, states that the criteria for post level one educators is based on the creation of learning environment, lesson presentation, classroom management, learner assessment, recording and analysing data, professional development, human relations, leadership, community involvement and extracurricular activities. IQMS has 12 performance standards, which are categorised as one to seven for post level one educators, one to ten for level two educators and one to twelve for post level three and four.

Policies are in place to guide practice and educationists need to be educated about policy imperatives that seek to regulated and manage the process of appraisal so as
to improve performance off all the relevant role players. Post level educator’s duties entail mostly the actual teaching and assessment. *Employment of Educators Act 76, of 1998*, outlines criteria that need to serve as a performance index for appraisal. Performance criteria assume normal situational factors. Improved performance is not only necessary for educators, it is imperative for the entire public service as a whole and is needed in the entire public administration. Improved educator performance should contribute to the improved public administration.

### 2.4 Public administration and IQMS

“Public Administration has reluctantly been accepted as a science by some of its sister disciplines in the Social Sciences. This may be ascribed to the eclectic nature of the discipline and its reliance on related disciplines to explain, direct and inform study and practice. Public Administration studies human beings engaged in administrative and managerial duties in organs of state” (Thornhill & Van Dijk, 2010:95). According to Cloete (1981:1), administration is found wherever two or more people meet to achieve an objective. Administration takes place wherever there is work, or play, thus, it is found in all spheres of human activity. Administration does not take place in a vacuum and it must be effective and efficient.

Thornhill and Van Dijk (2010:101) argue that administration is a co-operative group action with an emphasis not only on the execution of an activity, but also on the choices describing how the activity has been implemented. Gladden (1961:12) asserts that public administration is concerned with the activities of the government, and that the word administration means to care or look after people, to manage their affairs; the administrator is the servant not the master. According to Stillman (1980:3), public administration relates to the activities of the executive branch of the government and it deals with the formulation and implementation of public policies and involves issues of human behaviour and co-operative human effort. Thornhill and Van Dijk (2010:101) advise that when the adjective public is added to administration, it refers to these functions or phenomena being practised in a political environment, aimed at satisfying societal needs as perceived in a specific period. Waldo (1994:4) explains that public administration is both an enquiry and an activity, which means that for theory to exist, it must describe and explain the boundaries for inquiry as determined by the activity itself.
The field of education falls within the functions of public administration. The practice of IQMS should be understood in context of the theories of public administration. Principles of public administration, such, economy, efficiency and effectiveness need to be integrated in the implementation of IQMS to improve performance in the schools.

2.4.1 Theories of public administration

Thornhill and Dijk (2010:102) argue that more recent attempts at developing public administration theory relates to accepted organisational theory. Administrative theories are divided into classical and contemporary theories. Thornhill and Van Dijk (2010:102) mention the following as classical theories: scientific management, bureaucratic approach, systems model, contingency approach total quality management, learning organisations and re-engineering.

The above stated models are cornerstones of every government management system. Thornhill and Van Dijk (2010:102) state that all the models have common intention as that of appraisal. All the models aim to increase efficiency and productivity in public institutions. The systems theories resonates well with education. Education is typically a system that integrates different parts of performance management that work together. Improved performance of teachers should be reflected in the improved performance of learners, which shows interdependence between teachers and learners. Furthermore, improved performance of educators depends on the improved performance of the whole school as an organisation.

2.4.2 Public administration and governance

According to Nkuna (2013:138), the concept of governance has been introduced in the discourse of public administration. The focus of public administration practice is to ensure the developmentally-orientated objectives for government. Nkuna (2013:138) states that the concept of governance is not new to academic and political discourse. Over the years it has gained versatility and multiple usages and as a generic it refers to the task of running government, or any other entity.

Nkuna (2013:141) further argues that in the South African context, governance features mainly in the notion of realising a developmental state aspiration of the post-apartheid democratic dispensation. A conspicuous challenge to governance in South
Africa is the lack of service delivery. Government is struggling to provide services to the satisfaction of citizens. It is imperative that the government utilises the private sector for other competencies that aim to improve employee productivity.

2.4.3 The new public management

Vigoda (2002:527) convinces readers that the evolution of the new public movement has increased pressure on state bureaucracies to become more responsive to citizens as clients. Vigoda (2002:527) states that without a doubt, this is an important advancement in contemporary public administration, which finds itself struggling in an ultra dynamic market place. However with such a welcome to change in theory building and in practical culture reconstruction, modern societies still confront a growth of citizen’s passivism; they tend to favour the easy chair of the customer over the sweat and turmoil of participatory involvement. Vigoda (2002:527) strongly believes that modern public administration involves an inherent tension between better responsiveness to citizens as clients and effective collaboration with them as partners. Flowing from the above, parents and learners are customers, and therefore they deserve a quality service. The new public administration requires that performance of educators must improve in order to meet the needs of the consumers of their services.

2.4.4 Performance management and public administration

Dooren and Thijs (2010:13) mention that performance in public administration has had a long ascent, and in all probability, has a long road ahead. Performance management is not without its problems. Practitioners, management consultants as well as academics have sought solutions in response to paradoxical and often problematic nature of performance management. Dooren and Thijs (2010:14) highlight that in the last decade, several performance management experts have pleaded for a focus on measuring outcomes instead of outputs or process. The argument is that only outcomes are real results; it is results that matter to society. Dooren and Thijs (2010:13) contended that performance measurement should primarily focus on outcomes. Yet, and therein lies the paradox, outcomes are in many instances very hard to count in the public service. Practitioners know what is measured and they have a tendency to give attention to it only. Humans know that many important dimensions are
immeasurable and there is a tendency of doing only what is required. However, teachers need to go an extra mile.

Dooren and Thijs (2010:16) state that with regard to the locus, performance management is complex. Rather than devising top-down systems, performance management should be in the hands of middle managers and front line supervisors, who understand situational requirements. Performance management should deal with controversy rather than suppress it. Additionally, performance information should be authoritative arguments to end conflicting views on who should get what, when, and how. Dooren and Thijs (2010:16) state that performance management should underpin a careful argument of causes, consequences and priorities in performance and it should bring controversy to a higher level of argument, more evidence based and more focused on output and outcome. The assumption is that high quality dialogue will lead to improved judgment and decision making. The new public management set off new wave of performance management in government. Customers are entitled to quality service; unfortunately customers are not interested in the challenges of the process, what matters to them is quality output.

2.4.5 Quality management in public administration

Cristian and Costel (2012:33) explain that most quality excellence models have first been developed for the private sector and have been transferred to the public sector as a result of a paradigm shift taking place in public administration in Western countries. Excellency in quality in European countries in public service organisations is awarded in consideration of the following: leadership, policy and strategy, people satisfaction, resources available, processes employed. Cristian and Costel (2012:34) believe that it is not compulsory for public institutions to use quality management policies, but many institutions do so. This is an unfortunate view as the public service needs improved performance just as in the private sector.

2.4.6 Performance management system in public service

According to Malefane (2010:1), the institutionalisation of performance management in the South African public service is a post-1994 intervention necessitated by the need to counteract the legacy of poor performance in public service institutions. Performance management as an integrated system is not a stand-alone intervention,
but has strong links with other organisational processes. Malefane (2010:1) states both the micro and macro levels, performance management systems recognise institutional performance relationships between individuals, teams and department’s performance contribution for attaining government performance targets.

Malefane (2010:2) asserts that these institutional performance relationships in the South African public service have attracted excessive attention, whilst their performance impact in communities, have been overlooked. In addition, the dichotomies of performance management, namely: institutional performance relationship and performance impact, have been overlooked. In South Africa there is disparity in terms of which government employees are rewarded for outstanding performance, whilst targeted beneficiaries express dissatisfaction, often with violent protest over government’s delivery of basic services. Malefane (2010:3) further argues that performance management is a strategic approach to management that equips and harnesses the activities of supervisors, employees and stakeholders at different interaction levels in achieving an organisation’s strategic goals. The system presents a set of tools and techniques for regular planning, monitoring, measuring and reviewing of the performance of the organisation in terms of indicators and targets for efficiency and impact.

2.4.7 Teacher performance to respond to public needs

Nzimakwe and Mpehle (2012:280) contend that the introduction of the Batho Pele principles as a policy and legislative framework would revolutionise public service delivery in South Africa. This instrument would bring about efficiency and effectiveness in the provision of services. Nzimakwe and Mpehle (2012:280) elucidate that Batho Pele is an initiative requiring public servants to be service-orientated, to strive for excellence in service delivery and to commit to continuous service delivery and improvement. It is a simple, transparent mechanism that allows customers to hold public servants accountable for the type of service they deliver. Batho Pele literally means putting people first. According to Nzimakwe and Mpehle (2010:282), the public service standards should be specific about the level of quality of the service rendered, and be contextualised, relevant, customer-focused, realistic, measurable, efficient, and easily understood by customers. In order for these standards to be competitive, they
need to be reviewed on annual basis and be benchmarked against international standards. IQMS attempts to evaluate performance standards set for educators.

Nzimakwe and Mpehle (2012:284) further argue that the concept of Batho Pele has its roots in the private sector. Its emphasis is that citizens, who are recipients of services, must be treated as customers. Being more specific, it means public service employees must give world class services to recipients of those services, by devoting their time, expertise, skills, interests and knowledge to the betterment of recipient’s lives. A customer-focused organisation concentrates on customers and gives customers what they want. Nzimakwe and Mpehle (2012:284) further argue that, good training on the type of service rendered is important. Educators need to be a step ahead in rendering quality services which can be accomplished by being on the cutting edge and looking for ways to improve customer service skills.

Vigoda (2002:527) concludes that modern public administration involves an inherent tension between better responsiveness to citizens as clients and effective collaboration with them as partners. Davids, Theron and Maphunyane (2005:10) mention that service delivery is not always appropriate and does not always reach the intended beneficiaries effectively. This is attributed to a number of factors, such as, lack of skills, weak interpretation, inadequate information, and management problems. Ostrom and Ostrom (1971:203) record that Woodrow Wilson is of the view that public administration is a new science that must be based upon a radical distinction between politics and administration. Ostrom and Ostrom (1971:203) argue that according to Woodrow Wilson, governments may differ in political principles reflected in their constitutions, but the principles of good administration are much the same in any system of the government. The ends of public administration are seen as the management of men and material in the accomplishment of the purpose of the state. Ostrom and Ostrom (1971:210) state that the value of the public may be subject to serious erosion under the condition of changing demands. Ostrom and Ostrom (1971: 210) state that producer performance and consumer interests are closely tied together and the interests of the users of public goods and services will be taken into account only to the extent that the producers of public goods and services stand exposed to the potential demand of the users. Furthermore, if producers fail to adapt to changing demands or fail to modify conditions of supply to meet the changing demand, then the
availability of alternative administrative, political, judicial, and constitutional remedies may be necessary for the maintenance of an efficient and responsive system of administration.

Ostrom and Ostrom (1971:211) advise that efficiency in public administration will depend upon the sense of constitutional decision making that public administrators bring to the task of constituting the conditions of public life in a community. Knowledge of the capabilities and limitations of diverse forms of organisational arrangements will be necessary for both the future study and practice of public administration.

2.5 Conclusion

The main purpose of IQMS is to increase educator performance. Performance management and performance appraisal both are needed to increase worker productivity. There is evidence of legislation and policy that is introduced by the government to increase teacher output. The concept of IQMS comprises of appraisal, staff evaluation and whole school development. Scholars agree that, indeed IQMS should improve educator performance. Legislative and policy frameworks give a legal and a policy framework to assist human resource management practitioners on how to implement IQMS for improved performance. Public administration theory incorporates several principles that link IQMS. The role of IQMS in improved educator performance needs to be investigated. The next chapter will pay attention to how data was collected to investigate IQMS in the selected schools of King William’s Town District.
3.1 Introduction

This chapter explains the methodology that was used to determine the role of IQMS in improving teacher performance, thus improving learner performance in the selected schools. The purpose of this section is to discover the contribution of the appraisal system in these schools. In this section the researcher intends to justify why a qualitative paradigm is decided to be more suitable for this study. Research paradigm, research design, sample, epistemological dimensions, data collection, questionnaire, data analysis, limitations and ethical consideration will receive attention in this chapter. A discussion of the above mentioned issues will take into consideration strengths and weaknesses of each issue. Lastly, this chapter describes and give reasons as to why a particular decision was taken.

3.2 Research design

According to Creswell (2009:3), a research design includes plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions about reaching the aims of the study. The overall decision should be the world view assumption the researcher brings to the study, procedures of enquiry, methods, analysis and interpretation of collected data. Creswell (2009:3) mentions that there are three main types of research designs, namely: qualitative, quantitative and mixed research methods.

3.3 Qualitative research

Qualitative research philosophy underpins this study. Babbie and Mouton (2011:270) state that qualitative research paradigm refers to that generic research approach in social research according to which the research takes as its point departure point the insider perspective on social action. According to Babbie and Mouton (2011:270) qualitative research distinguishes it from other methods by these distinct qualities:

- Qualitative research is conducted in the natural setting in the natural setting of social actors;
• A focus is the process rather than the outcome;
• The perspectives of actors are emphasized;
• The main aim is to understand social action in terms of its specific context;
• The research processes is often inductive in its approach, resulting in the generation of new hypothesis and theory; and
• The qualitative researcher is seen as the main instrument in the research process.

Educators are the main actors in this study and the school is regarded as their natural setting. The views of educators in this study are of paramount importance. This approach is most appropriate to investigate the IQMS for improving performance in the selected schools.

3.4 Qualitative paradigms

Maree (2007:56) explains that authors often loosely refer to qualitative research as being based on the interpretative paradigm. Useful as this assertion may be, it could be misleading and not give sufficient acknowledgement to diversity of approaches within qualitative research. Jackson (2008:50) suggests four underlying paradigms for research, namely: positivist, post-positivists, critical theory and constructivism. Jackson (2008:51) further suggests three categories of paradigms, based on the underlying research epistemology: positivist, interpretative and critical theories. While these three research epistemologies are philosophically distinct, in practice these distinctions are not always so clear cut to see and are sometimes overlapping and contested. In this study it is necessary to give a brief discussion of the three main paradigms, namely: positivist, interpretative and critical theories. It remains interesting to see how people construct reality in different ways.

3.5 Epistemological dimensions

Mouton (1996: 28) states that scientific inquiry is driven by the researcher, for true or at least a truthful knowledge. The pre-dominant purpose of all research is to arrive at results that are close to the truth as possible, that is, findings as valid as possible. In the quest to find the truth and solve the problem of performance improvement in schools, the researcher considered different epistemological dimensions.
3.5.1 Positivist paradigm

Babbie and Mouton (2011:20) write that social science should emulate the methodology, or logic of natural sciences. Mouton (1996:14) states that logical positivism was a school of thought, which originated in the 1920s. Its main thesis was that social sciences should model themselves on the logic and methods of natural science. The researcher attempted to get empirical evidence from educators themselves.

3.5.2 Interpretative paradigm

Maree (2007:59) states that interpretative researchers start out with assumption that access to reality is possible through social constructions such as language, consciousness and shared meanings. Interpretive studies generally attempt to understand phenomena through the meaning that people assign to phenomena. Maree (2007:59) argues that interpretive perspective is based on the following assumptions: human life can only be understood from within, human life cannot be observed from some externally reality; interpretivism therefore focuses on people’s subjective experiences, and on how people construct the social world by sharing meanings and how to they interact with or relate to each other. He adds that social life is a distinctively human product, interpretivists assume that reality is not objectively determined, but social constructed. According to Maree (2007:59), the human mind is the purposive source or origin of meaning, by exploring the richness, depth and complexity of phenomena, people can begin to develop a sense of understanding of the meaning to phenomena and their social context. Social world does not exist independently of human knowledge. Maree (2007:60) concludes that the ultimate aim of interpretivists research is to offer a perspective of a situation and to analyse the situation understudy and to provide insight into the way in which a particular group of people make sense of their situation or the phenomenon of their encounter.

3.5.3 Critical theory paradigm

Babbie and Mouton (2007:33) state that critical theory can trace its origins back to the work of Karl Marx. The most distinctive feature of the critical theory is its insistence on science becoming an emancipator and transformative force in society. The aim is not only to explain or understand society, but to change it for the better. Babbie and
Mouton (2007:33) are with the view that critical theory is based on the fact that, critical researchers assume that social reality is historically created and that it is produced and reproduced by people. People can consciously act to change their social and economic circumstances, critical researchers recognises that their ability to do so is constrained by various forms of social, cultural and political domination. Situational factors play a role in the effective implementation of IQMS. The researcher acknowledges the role of socio economic challenges engulfing schools.

3.6 Qualitative research

Claire and Hingson –Smith (1988:37) are of the view that quantitative research differs from qualitative research in the sense that quantitative research relies on measurements to compare and analyse different variables. In contrast qualitative research uses qualitative words or descriptions to record aspect. Bless and Hingson-Smith (1998:37) further argue that numbers have the advantage of being accurate; another important advantage of numbers is that they can be analysed using descriptive and inferential statistics. There are some kinds of information that cannot be adequately recorded using quantitative data. In many cases, language provided for a more sensitive and meaningful way of recording human experiences. Bless and Hingson- Smith (1998:37) state that in such cases, words and sentences are used to qualify and record information about the world. Informed by this view, the researcher has decided on qualitative research to investigate the problem of government policy implementation that does not yield the expected results. Therefore this study is best suited for qualitative research. The descriptive nature of qualitative research will enable the researcher to verify the implementation of IQMS.

3.7 Data collection procedure

Gillham (2000:1) states that the essential point is that good research cannot be built on poorly collected data. As a basis for practical action, poorly collected data will be a waste of time and money, and discredit the name of the researcher and adversely compromise the aim of the research.

In order to ensure the successful collection data in this study, certain strategies were put into place. Permission to conduct this study was requested from the District Director of King William’s Town District. A letter was written to this effect. Duly the
permission was granted. Permission was requested to conduct research in the selected three schools. The three schools were also requested in writing to give permission to the researcher to visit schools and administer questionnaires. Principals in the selected schools obliged as gatekeepers of the schools.

A strategy that was used was to convince respective principals to assign the facilitation of the researchers work to an educator who is assigned to be IQMS co-ordinators. This was done as the co-ordinators are instrumental and hands-on in the implementation of IQMS in the schools. The purpose was to synergise the efforts of the research and the co-ordinator so as to maximise benefits for both parties. Convenient times (when there is lull in the activities of the schools) were targeted to visit the schools. Educators were given questionnaires to take home over the holidays and bring them back, completed when school resumed for the next term.

According to Hofstee (2009:132) questionnaires are a form of structured interviewing, where all participants are asked the same questions and are asked the same options in answering questions. Questionnaires may include open and closed questions. In open questions, participants answer in their own words. In closed questions participants answer in their own words. Babbie and Mouton (2011:233) explain that though the term questionnaire suggests a collection of question, an examination of a typical questionnaire will probably reveal as many statements as questions. This is a reason why often the researcher is interested in determining the extent to which the participant hold a particular view or perspective. A summary of an attitude can be made easy by asking whether they agree or disagree.

This research relied on a questionnaire that comprised a variety of questions, such as statement questions, linkert questions, closed questions and open questions. It was decided to vary questions so as to keep the participants interested.

Gillham (2000:1) argues that a questionnaire is the most popular method of collecting data, and it is easy to construct and administer. Gillham (2000:5) states that the following factors are advantages of using questionnaires: questionnaires are low in costs, time and money, a researcher can send out a thousand questionnaires to a thousand people within a short period of time. It is easy to get information from many people very quickly. If efficiently organised, responses can be pulled in within a matter
of weeks. Participants can complete questionnaires when it suits them - a researcher can just leave questionnaire for someone to complete when she has the time.

Analysis of answers to closed questions is relatively straight forward. Gillham (2000:1) states that there is less pressure for an immediate response, participants can answer in their own time and at their own pace; if participants want to think about their answers they can do so. Questionnaires ensure participant anonymity - some people undoubtedly feel free in an anonymous style of responding, but others may be cautious about committing themselves to paper. There is much evidence to show that different interviewers get different answers, and that differences in race, sex, social class, age and educational level all affect the answers people give. Guided by the advantages discussed above, the study decided on the questionnaire, so as to increase the chances of getting the required data, effectively and efficiently.

Gilham (2000:9) mentions that researchers are warned to be aware of the following problem associated with questionnaires, namely that they sometimes receive low response rate, unless the sample is captive, in part this depends on whether the participants know the researcher personal. In this study, the researcher enjoyed an advantage of being known in the schools and avoided the pitfalls that go with questionnaires by wording questions accurately avoiding ambiguity. Participant’s possible fears were allayed by assuring them in writing that the answers they gave would not disadvantage them in any way. This assurance was done in order to make them feel free to answer questions without any fear.

3.8 Sampling technique

Maree (2007:79) elucidates that sampling refers to the process used to select a portion of the population for study. Qualitative research is generally based on non-probability purposive sampling rather than random or probability sampling approaches. Maree (2007:79) state that purposive sampling means that participants are selected because of some defining characteristics that make them holders of the data needed for the study. Sampling decisions are therefore made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. Qualitative research usually involves smaller sample sizes than quantitative research studies. In keeping with the elucidation given above this study involved five educators
in the selected three schools. A plan was made to get those who had participated in the IQMS process before. A selection criteria used was informed by the fact that only permanent educators, who had served in the post for more than eight months could participate in the IQMS process. The research sample required that different levels of educators should participate in this evaluation. The researcher believed that this technique would enable participants to contribute in finding solutions to the problem of performance in the selected schools.

3.9 Data analysis

The sample selected resulted in a total of 15 participants from three schools. The purpose of data analysis was to reduce data into an intelligible and interpretable form. The sample of 15 educators was relatively small, and therefore manual analysis was used to analyse data. According to Maree (2007:101) analysis is explained as a systematic approach to qualitative data analysis; it identifies and summarises data.

3.10 Limitations

Hofstee (2006:117) asserts that research method limitations are what separate doing the study from perfection. All methods have limitations. Hofstee (2006:117) argues that perfection is seldom, if ever, attainable. Time was the major constraint encountered during data collection. The study did not consider the IQMS files of educators, to see the implementation in practice.

3.11 Ethical issues

Educators, who are adults with powers to make consent, were targeted to respond to questionnaires. Before the circulation of questionnaires permission was requested from the district manager of King William’s Town District. In addition to this, permission was requested from principals of the three schools. Lastly each educator was verbally and in writing informed about his or her voluntary participation in the study.

Confidentiality of participants was re-iterated during the period of the research. The researcher believed that nothing would harm or injure the participants in any way during the research project, and after the project had been completed. According to Babbie and Mouton (2011:546), what is ethical is what is right and wrong in research
and it involves what the people view to be right or wrong. Scientists agree that participation should be voluntary. Research should not harm those who participate in it, unless participants willingly and knowingly accept the risk of harm. An assurance was made to the university that the study would be conducted in an ethical way. All reasonable steps were undertaken to counteract any form of violation to the educators. Educators in the selected schools were requested to complete a consent form that explained to them that their confidentiality was guaranteed, and that the participation was voluntary.

3.12 Conclusion

This methodology chapter gave an overview of how data was collected and justification for decisions made. The chapter explained the method used, epistemological assumption, data collection, sampling and ethical considerations. Effort was made by adhering to accepted research principles to collect credible data. The chapter provided a foundation for data analysis. This chapter indicated what kind of data was collected and how it will be interpreted in the next chapter.
CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The previous chapter focused on the collection of data from the educators. This chapter presents analysis and interpretation of the data collected and recorded. Qualitative data analysis procedures were used in this project. This chapter aims at discussing the results obtained from the questionnaires. Themes were developed from responses received. Fifteen questionnaires were circulated in three schools, and they were all received back, fully answered. The role of IQMS was interpreted and analysed based on what the participants had said in the questionnaires. Data received was processed into useful information by means of graphs, tables and other basic statistical procedures. Careful description of responses was made, themes were developed and analysed based on the responses received.

4.2 Research question

Research questions that were investigated were as follows: What are the problems in implementing IQMS in the selected schools? The second question investigated the extent of implementation for improved performance from learners and educators of the selected schools. The last question was to investigate the level of support that management of the selected schools play in the utilisation of IQMS.

4.3 Profile of participants

Section A was designed to get the biographic information of participants. Educators were requested to identify the following: Post level, school and the date. The three aspects attempted to identify the participants, the research site and the date of answering the research questionnaire. The study targeted post level 1, post level 2, post level 3 and post level 4 educators. Participants were requested to state their gender. The medium of instruction in the selected schools is English, and educators were requested to state their preferred language. This was necessary, because language plays a big role in teaching and learning. The introductory part also asked disability status as disability can influence someone’s ability to function. Lastly educators were asked to state their experience. The researcher believed that
experienced educators are in a better position to perform better than inexperienced educators. Below is a brief presentation analysis and interpretation of these issues.

4.3.1 Selected schools

Table 1 represents the total research sample that participated in the research. All the participants were available as planned. They responded well to questionnaires by giving data for interpretation and analysis. Five educators from three schools participated. The total number of participants was 15 educators.

Table 1: Selected schools

<table>
<thead>
<tr>
<th>School names</th>
<th>No of educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enoch Sontonga High School</td>
<td>5</td>
</tr>
<tr>
<td>Thembalesizwe High School</td>
<td>5</td>
</tr>
<tr>
<td>Nosizwe High School</td>
<td>5</td>
</tr>
<tr>
<td>Total research sample</td>
<td>15</td>
</tr>
</tbody>
</table>

4.3.2 Distribution of participants according to gender

The researcher attempted to get an equal number of males and females. In the end, the researcher managed to acquire 60% females and 40% males. The intention was to minimise gender bias. Practical aspects in the field resulted into 60% females and 40% males (Figure 1). It was not possible to get the same number of males and females. This study assumes that in this research the opinions expressed will not be influenced by gender.

According to Mello (2008:209) employment equity is one of the challenges facing transformation in South Africa. Women occupy only 15.45% of senior management positions and the disabled people are still underrepresented. Disparities in the representation of women and people with disabilities in the public service workforce can be attributed to policies which were in favour of men and able-bodied people. The challenge of public service is to accelerate training for women and people with disabilities so that their promotion can be based on skills and merit. In this paper all
the educators, who participated have the minimum qualifications required for an educator in South Africa to be employed.

Figure 1: Distribution of participants according to gender

Figure 1 depicts a graphic presentation of the gender proportions of the sample study in this investigation. The pie chart indicates that the majority of participants were females. According to Hicks and Segooa (2011:13), the Commission for Gender Equality (CGE) is an independent state institution, established in terms of Section 187, of the 1996 Constitution of South Africa. The CGE is charged with the mandate to promote respect for gender equality and the protection, development and attainment of gender equality in South Africa. Women’s empowerment and gender equality are key ingredients for sustainable development. Women remain largely absent at all levels of policy formulation and decision making. Hicks and Segooa (2011:15) state that government departments need to tailor their responses in terms of programmes and budgets to respond to the disparities in vulnerability, needs and access of women. Departments need to draw women into local resource planning, management and monitoring structures and processes. The process of IQMS does not have clear provision for the issues of gender.
4.3.3 Distribution of participants according to age

Participants in the age bracket between the ages of 20 to 30 years accounted only for 7% of the entire sample. In the age group 41 to 50 years, participants totalled 53%. The only other available group was 51 years to 60 years and; they formed 40% of the total sample. It appears that in the selected school, the majority of educators are matured, in terms of age. Based on this level of maturity, it is assumed that educators are in a better position to respond to interventions envisaged by IQMS and improve their performance.

Figure 2: Age distribution of the participants

The pie chart depicted above in Figure 2 gives a comparison of different age categories that participated in the investigation.

4.3.4 Distribution of participants according to post levels

Chapter 3 of this study stated that the method of sampling used is purposive. The sample was chosen with the intention of ascertaining the performance in a wide range of participants. Chapter 2 indicated the duties of each category of educators namely, post level 1, post level 2, post level 3 and post level 4. The investigation managed to
get responses from the following categories with the following percentages of participation, as depicted in Table 2.

Table 2: Distribution of post levels

<table>
<thead>
<tr>
<th>Post levels</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post level 1</td>
<td>60%</td>
</tr>
<tr>
<td>Post level 2</td>
<td>20%</td>
</tr>
<tr>
<td>Post level 3</td>
<td>07%</td>
</tr>
<tr>
<td>Post level 4</td>
<td>13%</td>
</tr>
</tbody>
</table>

Figure 3: Distribution of participants according to post levels

Figure 3 shows a distribution of educators according to post levels. The majority of educators given questionnaires were post level 1 educators. Post level 1 educators have a big responsibility of teaching. The performance of learners, to a large extent depends on the performance of educators. Only two post level 4 educators participated, making up 13% of the sample. Post level 4 educators are principals. In chapter 2, principals are given a responsibility of ensuring that IQMS is implemented in
schools. Chapter 2 explained the personnel duties of each post level. All the categories of educators are required by legislation to participate in IQMS.

### 4.4 Language preference

Educators only preferred two languages, English and isiXhosa. Out of 15 educators, 11 preferred English, making 73% of the total sample. Only four, out of 15 preferred isiXhosa. The medium of instruction is English. This indicates that the majority do not have a language barrier. The National Development Plan (2013:266) states that languages not only carry knowledge, but also create new and better knowledge. Language policy needs to be informed by a greater appreciation of labour market imperatives. Learners need to receive high-quality instruction in both their mother tongue and English from early age. Language plays a big role in improving the performance in teaching and learning environment.

According to the *Constitution of South Africa, of 1996*, South Africa is a multilingual country with eleven official languages. The constitution states that all the languages enjoy equal status and respect, and everyone has the right to receive education in the official language or languages of his or her choice in public schools and educational institutions, where such education is reasonably practicable. The state must examine all reasonable educational possibilities to ensure that the right is implemented effectively. Educators also enjoy this right, but the medium of instruction in the selected schools is English. However a small percentage of educators preferred isiXhosa. This could have severe consequences in delivering instructions and preparing learners for examinations. The inability of teachers to teach in English can retard the performance of learners. IQMS does not consider this aspect.

### 4.5 Disability challenges

Chapter 2 alluded to the fact that there are challenges to IQMS. The researcher avoided asking challenges that are viewed to be manageable and decided to ask only disability challenges. Disability is assumed to be a condition beyond the control of the respective educators. Of the educators, 93 % stated that they do not have any disability. This question was asked to verify disabilities that could hinder the performance of educators. It can be concluded that the majority of educators are fit to carry out their duties.
Bick (2011:48) states that, while the South African legal context provides for discrimination for persons with disabilities in the form of Bill of Rights and the *Promotion of Equality and Prohibition of Unfair Discrimination, Act 4 of 2000*, the term disability is not defined. In some legislation, disability is defined in terms of the ability of the person to be employed. For the purpose of the *Employment Equity, Act 55 of 2004*, people with disability means people who have a long term of recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in employment. The study considered issues of disability to be relevant in determining the performance of educators. It is in order for the process of IQMS to consider issues of disability, because they can influence the functioning of educators.

According to Sing and Govender (2006:82) people with disabilities have defended their rights and voiced their struggle for recognition collectively through civil social formations, especially from 1984 onwards. Immediately after 1994 elections, the post-apartheid South Africa African government embarked on a strategy to integrate, mobilise and enable people with disabilities to participate fully in the mainstream labour market, as well as employment in the Public Service, which aimed to include 2% of people with disabilities by 2005. The target was not reached by July 2006; the average overall figure stood at 0,15% nationally and provincially.

Sing and Govender (2006:82) state that some of the key issues and challenges facing the South African Public Service concern the employability of people with disabilities. Here a conscious effort and a high level of commitment are required from all role players and stakeholders to ensure non discrimination, representivity and good governance in human resource management practices. The foundation for discrimination free employment and employment practices for people with disabilities is embedded in the *Constitution of the Republic of South Africa, of 1996*. The Constitution lays the foundation for the creation of a legacy for prevention of unfair discrimination against disabled and for the promotion of disability equity in the South African Public Service.

According to Sing and Govender (2006:85), The Code for Good Practice was published on 19 August 2002 to deal with unfair discrimination against people with disabilities. According to the code, unfair discrimination is perpetuated in many ways, some of which include the following: unfounded and unsubstantiated assumptions
about abilities and performance of job applicants with disabilities, the exclusion of people with disabilities, or limitations of opportunities to prove themselves in advertising and interviewing arrangements, use of selection test and criteria, which discriminate against the disabled, accessibility to work place and inappropriate training for the disabled persons. Sing and Govender (2006:85) contend that the code is based on the constitutional principle that no one may unfairly discriminate against a person on the grounds of disability and serves to help employers to understand their rights and responsibility. It also brings about dispute reduction.

Sing and Govender (2006:85) conclude that diversity sensitisation and awareness practices that will contribute to focusing on real abilities, talents and competencies, rather than on the presumed effects of the mental and physical impairments in human capacity, need to be promoted and sustained. Diversity sensitisation and focusing on abilities, talents and competencies will enable managers to understand and appreciate relationships and approach interactions with confidence and objectivity.

This study has discovered that the process of IQMS does not cater for disabilities and it does not have a provision for diversity. The process of IQMS assumes that the workforce is not different in terms of its abilities. It appeared that uniformity and conformity to pre-determined outcomes is required across the board. It has been discovered that the process does not have clear measures for prevention of unfair discrimination in line with the constitution and subsequent legislation. The Employment Equity Act, 54 of 2004, prohibits discrimination on basis of disabilities.

The Social Assistance Act, 13 of 2004, understands a person with disability to mean a person, who is, owing to physical or mental disability, is unfit to obtain by virtue any service or profession and is unable to advance in a current employment. South African Revenue Service, shed more light on the legal definition in the Income Tax Act, 58 of 1962, which comprehensively defines disability to mean a moderate to severe limitation of a person’s ability to function or perform daily activities as a result of sensory, communication, intellectual or mental impairment. Educators are required to be strong in all the mentioned aspect, so that they can deliver better services. Sing and Govender (2006:86) state that The United Nations Conventions of Persons with Disabilities, which was ratified by South Africa in 2000, set out in Article 1, that persons with disabilities include those who have long term physical, mental,
intellectual or sensory challenges, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

According to Gida (2007:135), South Africa’s present government has placed great emphasis on the promotion of equality in society. Gida (2007:135) states that a physical impairment means a partial or total loss of a bodily function or part of the body, and includes sensory impairments such as being deaf or hearing impaired, deaf-blind or visual blind. It is discovered that the IQMS process does not take into consideration the fact that some educators might have disabilities. Failing to consider people with disabilities is discrimination. The Employment Equity Act, 55 of 1998, (EEA) states that there must be equity in the workplace. There must be no discrimination in the workplace on basis of gender, disability race, and religion and so on. People with disabilities are part of the designated group indentified in the EEA. The processes of teacher appraisal must make provision for educators with disabilities, as defined above.

Emsely and Seedat (2009:223) state that it is generally recognised that teachers experience high levels of stress, and that this in turn results in high levels of mental health problems. Major causes of stress amongst teachers are: learner’s failure to work or to behave properly, poor working conditions, poor relationship with colleagues, work overload or excessive routine work and poor school ethos. Teachers themselves perceive their job to be stressful, and regard work load as the most anxiety-inducing and fatigue. Relationship with staff has been frequently cited as a problem. Changes in the educational dispensation have also been associated with stress. Excessive stress and resultant psychiatric disorders are likely to lead to increased absenteeism and early retirements. Conditions like these hinder the performance of educators.

According to Emsely and Seedat (2009:223) the recognition and acknowledgement by authorities of stressful work circumstances is important, as disability management programs in the workplace. The question was concerned about the physical well-being of the employee. Legislation is in place, for the management of disability in the workplace. Some employees get disabled in the line of executing their duties. Smit and Guthrie (2008:373) state that labour laws generally provide for certain measures of job security due to an occupational disability. So employees cannot just be fired for disability or poor performance resulting for disability sustained at work. Smit and
Guthrie (2008:373) states that according to The Code of Good Practice, dismissal elaborates and includes two forms of incapacity, namely poor work performance and ill health or injury.

Emsely and *et al.* (2009:380) state that where the employee's incapacity to perform the required performance standards is the result of a physical or mental condition, this would be covered by the rules relevant to incapacity in the form of ill health or injury. In cases of dismissal any person must determine the fairness of a dismissal arising from ill health or injury, based on the following grounds: whether or not the employee is capable of performing the work, if the employee is not capable of performing the work, the extent to which the employee is able to perform the work, the extent to which the employee's work circumstance might be adapted to accommodate disability or, where this is not possible, the extent to which the employees duties may be adapted, and the availability of any suitable work. The duties of educators are mostly in the classroom. The applicability of this legislative requirement remains a challenge for educators.

### 4.6 Teaching experience

This research received only one educator with four years teaching experience, that is 7% of the sample. All the others were veterans of more than ten years of teaching experience. Two had more than 30 years of teaching experience. This shows that almost all the educators in the sample were seasoned experienced teachers, who are expected to have a better performance.

### 4.7 Personal improvement

In order to understand the responses given educators it is wise to give a brief overview of the IQMS and the persons responsible for each stage of the process. Table 3 indicates the process of the IQMS and focuses on the role of the school and educators in the implementation process of IQMS. Better results can be achieved optimally if the process is known clearly.
### Table 3: The IQMS process [Adapted from ELRC Training Manual for Provincial Teams: 2003:30]

<table>
<thead>
<tr>
<th>Steps</th>
<th>School</th>
<th>Steps</th>
<th>Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advocacy, training, discussion &amp; clarification</td>
<td>2</td>
<td>Self evaluation</td>
</tr>
<tr>
<td>2</td>
<td>Establish structure (Staff Development Team/SDT)</td>
<td>3</td>
<td>Identification of personal support group (DSG)</td>
</tr>
<tr>
<td>3</td>
<td>Planning for implementation in schools</td>
<td>4</td>
<td>Pre-evaluation discussion. Observation of educators in practice by both members of DSB (baseline evaluation)</td>
</tr>
<tr>
<td>4</td>
<td>Development of School Improvement Plan (SIP)</td>
<td>5</td>
<td>Feedback and discussion. Resolve differences</td>
</tr>
<tr>
<td>5</td>
<td>Development and monitoring</td>
<td>6</td>
<td>Personal Growth Plan (PGP)</td>
</tr>
<tr>
<td>6</td>
<td>Self evaluation against SIP (revise)</td>
<td>7</td>
<td>Development: support/mentoring DSG</td>
</tr>
<tr>
<td>7</td>
<td>Development and monitoring</td>
<td>8</td>
<td>Self evaluation against PGP (revise)</td>
</tr>
<tr>
<td>8</td>
<td>Self evaluation against SIP (revise)</td>
<td>9</td>
<td>Development: support/mentoring DSG</td>
</tr>
<tr>
<td>9</td>
<td>Record &amp; Report (SDT)</td>
<td>10</td>
<td>Self evaluation against PGP (revise)</td>
</tr>
<tr>
<td>10</td>
<td>Send data to departments for pay (or grade) progression</td>
<td>11</td>
<td>Pre-evaluation discussion: Observation of educators (summative evaluation by DSG)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>Feedback, discussion resolve differences</td>
</tr>
</tbody>
</table>

Table 3 is adapted from the Education Labour Relations Council Training Manual for IQMS. The table provides a simplified step by step process of implementing IQMS in schools. The responsibilities of the educators and the responsibilities of the school are interlinked. The main issue in the process is development which goes hand and hand with increased performance. Davidoff and Lazarus (2001:125) state that the Draft Appraisal Instrument proposed by South African Democratic Teacher’s Union (SADTU) and National Association of Professional Teachers of South Africa (NAPTOSA) promulgated teacher appraisal linked to the professional development of
teachers rather than the bureaucratic and judgemental system that was used during apartheid. Table 3 shows a sequential process of the IQMS. The completion and the success of the process requires teachers to work together. The teacher is expected to work primarily with his or her designated support group (DSG) which is tasked with the big responsibility of developing fellow educators. The DSG is composed of educators that in most cases needs development themselves.

4.8 The role of personal growth plan (PGP) in teacher development

Participants were asked how the processes entailed in the PGP helped them improve their performance. Legislation reviewed in chapter 2, states in clear terms that IQMS is a government policy. According to Westhuizen (2003:7) education policy can be described as ideals, desires, or expectations that embrace the principles and ideologies of the state. Education policy is a statement of intent of the way in which the problem needs to be addressed. Education policies should be published and made available to all parties. Participation in IQMS, therefore, is compulsory. A considerable number of educators claimed that since they have participated in the process, their performance has improved, affirmed improvement of 80% was claimed. It is only 20% which indicated that they are not sure of its positive role in their performance.

According to Training Manual for Provincial Teams (2003b:11), a PGP is developed by the educator in consultation with members of the DSG. It must be used to inform the school improvement plan (SIP), which in turn is submitted to the local departmental office, to inform planning and deployment of support staff. Along with self evaluation, the base line evaluation and the performance measurement, the PGP forms an important record of needs and progress of individual educators. The PGP should address growth at four levels, namely areas where the individual needs development, areas where the DSG must provide guidance, areas where the district must provide guidance, and to identify areas where there is a need for in-service training. The theoretical framework of this study locates IQM in the field of human resources. It is, therefore important that IQMS be linked to other human resource activities, such as training and so on.

According to Steyn and Van Neikerk (2008:224), professional development covers a variety of activities, all of which are designed to enhance the growth and professional
competency of staff members. Professional development is most effective when it is an ongoing process that includes suitable properly planned training and individual follow-up supportive observation and feedback. According to Singh (2011:1626), the professional development of teachers is an ongoing process which addresses the needs of teachers in specific contexts. These contexts may be influenced by global developments, national priorities, local challenges and personal needs of educators. Pre-determined criteria for professional development is a virtual impossibility due to contextual factors. On a larger scale however, pre-determined criteria are able to address priorities for professional development. Other factors like the learning style of educators, educator commitment, transformational leadership and external conditions, programmes of authorities, resources, funding and control also affect professional development. Singh (2011:1627) argues that the professional development of South African educators has been sporadic; although a formal structure exists, implementation has been the problem. Thus the quality of teachers has diminished. This in turn has had an effect on the training of educators. The lack of policy implementation in professional development can be attributed mainly to the constant review and adjustments of the school curriculum. The current policy does not provide for the measuring of teacher’s classroom practice or on the development of schools.

One of the three pillars of IQMS is whole school development. This aspect is normally neglected. A major focus is in the salary progression that goes with the second pillar of IQMS. Educators were questioned about their contribution in making their schools better places of learning. The study discovered that 80% of the participants are of the view that their participation in this appraisal process has enabled them to contribute positively to the school development.

Singh (2011:1628) states that in South Africa, staff development is based on quality assurance practices for education in the form of IQMS and that this system has many flaws, which are exploited by educators. The Department of Education has recognised that this system has failed. IQMS does not evaluate competency deeply to assist teachers to identify their needs. IQMS makes it even more difficult to identify teacher development needs transparently and accurately.
4.9 School Improvement Plan (SIP)

Literature indicates that improved performance is something that must be continuous. It is essential to determine the plans that educators have about the development of their schools. The researcher wanted to ascertain how much educators know about IQMS. The results indicated that IQMS is not known as an integrated approach by educators. It might be possible that educators do not know other aspects of IQMS that go beyond them as individuals. The PGP is only concerned about the performance of an individual. The school improvement plan is concerned about the whole school. Of the sample, 80% indicated knowledge of the SIP whereas 20% stated that they were not sure. According to the Labour Relations Council Training Manual for Provincial Teams (2003b:13), the school improvement plan is defined as a blueprint of actions and processes needed to produce school improvement. It enables the school to monitor its own progress through a process of ongoing self evaluation. School improvement is a systematic, sustained effort aimed at change in learning conditions, with ultimate aim of accomplishing educational goals more effectively.

Mello (2008:203) argues that the environment within which the South African public service renders a variety of services is always changing. Some needs may be justifiable and some may not meet the expectations of the South Africa citizens. The expectations of citizens increase, while the human resources and financial capacity do not increase in the same proportion as expectations. A direct consequence of this is a backlog in service delivery, unresponsive service delivery, and impatience in the part of the consumer. Human resources, therefore, needs to be managed for optimum service delivery. The public service needs to invest more in human resource development and be able to retain skilled employee.

Mello (2008:204) writes that improvement refers to interventions aimed at bringing about lasting and positive changes within a specific employee with a view to develop employee's personal goals and the employer's goals. The main focus of human resource development is growth and betterment. Development refers to the act or process of growing or progressing. A holistic approach is necessary in development of human resources in education and training. Such an approach must include trainings, education, staff rotation, attendance of workshops or conferences and online sharing.
of experiences and ideas by teachers in similar classes. This will prepare educators for challenges associated with higher positions and impact positively on their careers.

Mello (2008:204) explains that education is regarded as those activities which are directed at providing and acquiring of knowledge, skills, moral values, and understanding needed in the normal course of life. Education is therefore, concerned with the development of minds. It must be delivered with great care to bring results. Education of future and current public officials is the responsibility of schools and tertiary educational institutions in South Africa. Quality education at different levels of the education system provides a firm foundation for the development of learners. In chapter 2, the purposes of appraisal were discussed. Its main objective is to develop efficient and effective service delivery, prevention of obsolesces and stagnation, career development and the quest to address backlogs in service delivery. The overarching quest for development is to make South African public service a world class service provider, that adds value to tax-payers’ lives and the developmental state. Mello (2008:205) explains that the environment in which the public sector delivers services is always in the state of flux. Changes which occur in the technological and environment necessitate development.

Fourie (2005:497) believes that in order to avoid employee skills becoming obsolete due to technological advances, changes in work processes or strategic planning, educators must be constantly aware of changes in the environment and what impact it could contribute to policy formulation and implementation. Managers also require development to enable them to make and implement policies on re-skilling employees. The school improvement plan is a strategic plan of the school and it is expected that every educator be aware of the school improvement plan which is the action plan that seeks to achieve the developmental goals of the school. The development tools of IQMS need to be aligned with other developmental legislation and policies of the government. The Skills Development, Act 97 of 1998, states that skills development of the human resources is the core for the improvement services. Section 2, of the Skills Development Act, 97 of 1998, provides that the objectives of this legislation are to develop skills of the South African workforce, to increase the level of investment in education and training, as well as to encourage workers to participate in learning and training programmes.
4.9.1 Evidence of school improvement plan (SIP)

The main problem that led the researcher to undertake the study was to determine the role of IQMS in improving performance in the selected schools. Chapter 2, dealt extensively about the purpose of appraisal. The researcher attempted to investigate the understanding the educators have about the school improvement plan. The questionnaire required educators to agree or disagree, with an option of indicating when they are not sure; 70% indicated that there is an evidence of improvement while 30% were not sure. It seems as if educators are sure about their individual improvement more than they are sure about the improvement of the entire school.

According to the Labour Relations Training Manual for Provincial Teams (2003b:13), SIP is defined as a blue print of the actions and processes needed to produce school improvement. The SIP is an important document, which enables the school to measure its own progress through ongoing self evaluation. School improvement plan is as systematic, sustained effort aimed at change in learning conditions and other related internal conditions, with the ultimate aim of accomplishing educational goals effectively. School improvement is therefore about developing strategies for educational change that strengthens the school. Change is only successful, when it has become part of natural behaviour of all those in the school, implementation by itself is not enough.

4.9.2. Implementation of improvement strategies

Policy framework reviewed in chapter 2 indicated that the principal has a duty to ensure that the IQMS is implemented uniformly and effectively at the school. The educator must undertake self evaluation of his or performance. Educators need to develop a PGP and co-operate with the DSG. This means that IQMS must be implemented holistically. In order to verify this from the field, educators were requested in the questionnaire to indicate if they agree or disagree with the statement that all improvement strategies are implemented in their schools; 50% of the educators agreed that they agree, meaning that they implement strategies. Another 50% claimed that they were not sure. This indicates that not all the schools implement all strategies. Davidoff and Lazarus (2001:5) state that a school is where most educational policy is put into place. If teachers do not implement what the policy provides or expects, then
that policy needs to be reviewed, or the implementation process needs to be re-examined. Policy needs to address real needs experienced by educators in schools. The policy of IQMS should be implemented to solve the problem of performance.

According to the *South African Schools Act, 84 of 1996*, the Schools Act, is aimed at the creation and management of a new national schools system. This system must, as far as is reasonably possible, give everyone and equal opportunity to develop his or her talents. A further basic aim of the Schools Act is that the quality of education of all learners must be improved. For example, there must be better facilities, better trained teachers, and better methods of teaching and better school conditions. Learners must also be better motivated and disciplined to take their education seriously and to use opportunities that are now open for them.

4.10 Knowledge of District Improvement Plan (DIP)

IQMS is a multi-facet approach. Educators were probed about their knowledge of the district improvement plan. This question was asked, because the researcher was curious to find out whether educators know all the dimensions of IQMS. It was discovered that 37% of the participants was aware about the existence of this document. Three educators indicated uncertainty about this document that accounts for 20% of the study while 43% of the participants indicated total ignorance of this document. It seems as if the majority of educators do not know the DIP. The Education Labour Relations Council Training Manual for Provincial Teams (2003b:14) prescribes that once the local departmental office receives, from each school, SIPs, the district office must develop its own improvement plan. This plan allows the district to identify schools with similar needs and cluster schools with similar needs and provide in-service trainings. The district improvement plan enables the district to plan, co-ordinate and monitor the delivery of support and development opportunities in the schools in their areas. The effectiveness of the district can be measured against its ability to deliver in terms of its own DIP. A follow up question was asked to the educators to express their opinions about the relevance of DIP in their development. Five educators declared it as irrelevant, and they did not elaborate further, that makes 33% of the participants. The remaining portion responded by citing general issues related to IQMS; issues that did not relate specifically to DIP. It could be generalised,
therefore, that the majority of the educators do not have an understanding of the tool. This confirms an earlier assertion that most of the teachers do not know DIPs.

Figure 4: Link between IQMS main documents [Adapted from ELRC Training Manual for Provincial Teams:2003:11]

Figure 4 gives a diagrammatical presentation of the link between these three tools of IQMS. Personal growth plans inform the development of school improvement plan, and the school improvement plan assists in the development of the district improvement plan. Potgieter, Visser, Van der Bank, Mothatha, and Squelch (1997:18) elucidate that in South Africa, education is organised at national, provincial and local level. These spheres of government are distinctive, but also interdependent and intercalated. This means that the national parliament, provincial legislature, and local government authorities may make all laws, regulations and rules on education. They must work together according to principles set out in the constitution. They must respect one another’s status, powers and functions. They must co-operate with one another in mutual trust and good fait. Should a dispute arise between the various levels of government, all reasonable steps must be taken to settle such disputes.

There is a need for co-operation at school level. The educators and district officials must work together. Parents and learners must share the responsibility for governance of the school. The success of the documents depicted in Figure 4, will only be effective
if all the stakeholders work together. Potgieter et al. (1997:19) state that principles of co-operative government must also be applied in school governance. This can be achieved by ensuring that activities of the school preserve the peace, national unity. This means that there must be harmony. There must be friendly relations, support, consultation, keeping to agreed procedures and avoiding conflict. The link between various stakeholders of IQMS is very critical for the proper implementation of IQMS.

4.11 The impact of IQMS

The researcher was interested in finding out the impact of IQMS in improving performance to the selected schools. Educators responded in different ways. Among the answers they provided, the following factors were ascertained:

- IQMS has played a positive role, and upped the standard of educators;
- IQMS has enabled the development of teaching skills;
- Educators have become enthusiastic and diligent;
- It has improved the school in all spheres;
- It has developed team work and co-operation with SMTs;
- It has contributed to overall results;
- The process has resulted in realisation of shortcomings;
- It has helped to change weaknesses into strengths;
- Educators developed a spirit of working together; and
- It has created change and development.

Literature reviewed indicated the purpose and importance of IQMS. Responses received indicated that IQMS is assisting the school in reaching the objectives of IQMS mentioned in the conceptual frame-work. A small number of educators remained steadfast in that they are not sure of any impact of IQMS in the performance of their schools; they comprised 20% of the sample.

4.12 IQMS and improving performance

The researcher undertook the study because of the problem of public policy that does not yield expected result. The researcher gave participants an opportunity to suggest
solutions to the problem mentioned above. One of the objectives of this study was to find ways in which educators can improve their performance. The researcher furthermore, promised to assist participating schools improve their performance. It was critically necessary that research considers solutions from the participants themselves. One educator indicated that, he or she is not sure about what could be done to improve IQMS. The majority of the participants gave valid contributions that included the following:

- Education Development officials (EDOs) should be involved;
- Necessary support be given to educators;
- District office to conduct workshops;
- Workshops be conducted at school level;
- Workshops should be yearly;
- Provision of documents by the department;
- Meeting be allocated specified dates and monitored;
- Reduce paper work;
- Follow up on areas that need improvement;
- Educators must be encouraged to plan;
- The Department of Education must provide feedback frequently;
- The department must provide incentives;
- Salary progression should be divorced from the system; and
- Educators should be consistently empowered.

It appeared that educators are aware of the challenges that were mentioned in chapter 2. Educators probed were very much expressive and elaborated in stating what needs to be done. In this question educators expressed themselves, more than in any other question. This could mean that educators are not happy with the system and they want changes.
4.13 Conclusion

This chapter provided data presentation and analysis. Participants responded to all the questionnaire questions. Valuable information about how much educators know about IQMS were presented and analysed. Analysis made provides a solid foundation for findings that are to be discussed in the next chapter. The next chapter is going to discuss findings and conclusion made about IQMS in the selected schools in King William’s Town District.
CHAPTER 5
FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter 5 is the last chapter of this research report. This investigation started with the introduction which provided the problem statement and the plans that were made to guide the investigation. Chapter 2 reviewed literature that is relevant to IQMS. Chapter 3 outlined methodology. The previous chapter, chapter 4, contains data presentation, analysis and interpretation. This research was undertaken to determine the role of IQMS in the selected schools of King William’s Town District, in the Eastern Cape. This chapter is going to discuss the summary of the data collected, findings and recommendations, that would assist the selected schools to develop a greater understanding about how IQMS could be used to increase the performance of educators in the selected school. This chapter is not only useful to participating schools, it will be helpful to the King William’s Town district as well. The objectives of this study were to determine the way the schools implement and find ways of improving the effectiveness of IQMS. In the field, realities about the implementation of IQMS were discovered.

5.2 Findings

Questionnaires were circulated to the selected schools and analysed. The analysis is based on what the teachers said. The findings are based mainly on the implementation, the improvement of performance and the recommendations given by educators about how IQMS can be used improve performance of educators.

5.2.1 Implementation weaknesses

According to Brynard (2007:358) implementation is the carrying out of basic policy decision, usually incorporated in a statute, but which can also take the form of important executive orders of court decisions. Ideally, that decision indentifies the problem to be addressed. The process of policy implementation runs through a number of stages beginning with the passage of the basic statute, followed by the
policy outputs of implementation agencies, the compliance of target groups and finally
the revision of that policy. Brynard (2007:359) argues that the complexity of policy
development could be one of the reasons for the failure of implementation. However,
in developing countries the failure of policy can largely be attributed to issues of poor
implementation. Policy is made, based on the present knowledge of an uncertain
future; it is bound to fall short in some or many aspects depending on the accuracy of
existing knowledge and estimated predictions. Sometime policies set out to achieve
ambitious targets ultimately fall short of desired outcomes. The lack of reliable data
often hampers policy maker’s ability to devise clear policy goals with well defined
implementation plans and evaluation mechanism.

Brynard (2007:360) asserts that financial and technical resources, along with the
quality human of human resources, are key factors that contribute to successful policy
implementation. Besides lack of resources, there might be a problem with the
management of resource. On the implementation of IQMS the research has
discovered that educators do implement IQMS. It appears that the implementation is
done, but only because there is a requirement that principals must submit composite
score sheets of educators and school improvement plans to the local education office.
All participants admitted to knowing and participating in IQMS. This means the
selected schools implement IQMS. It has been observed that educators implement
IQMS, just for compliance sake.

The study also discovered that the schools are left alone in the implementation of
IQMS. The majority of educators indicated that they need trainings. This means that
they are not adequately trained in the implementation. Educators indicated that there
is a need of monitoring by the departmental officials. In chapter 2, duties of all the
relevant stakeholders are clearly explained. It has been noted that role players are not
clear about their roles in the implementation. The study can conclude that schools do
not see IQMS as a necessity; to them it is just a policy requirement, not their priority.

According to Brynard (2007:357), in order for quality improvement programmes to be
successful, the commitment to total quality needs to embrace the whole workforce,
which must be encouraged to participate actively and search for continuous quality
improvement. Implementation of policies can be extremely difficult, because
employees may not comply with them. Compliance and implementation of policies is
very important. Brynard (2007:357) states that the mere existence of good policies does not automatically result in successful implementation. Problems with policies often lie in the implementation therefore, thus forming a policy gap. According to Madue (2008:197) in South Africa, the period between 1994 and 2001, has been referred to as the policy formulation and review era, whilst 2002 to 2006 was regarded as the implementation period. Yet, policy implementation remains problematic. The South African policy environment is experiencing fundamental challenges, more especially in the area of implementation. Although research in this area is substantial, it does not particularly assist in understanding how the policy implementation vacuum can be addressed, in terms of service delivery. Addressing mismatch between policy intentions, policy practice educators must strive to implement policies.

Madue (2008:198) argues that in South Africa policy implementation is a multifaceted concept. It is aimed at various levels of government and can be pursued in conjunction with the private sector in some cases. The departure point for considering the implementation path is to acknowledge Harold Laswell’s 1956 unveiling of the concept of the “policy science” in which he emphasised the policy process approach, thereby suggesting that implementation is one of the important or necessary stages in the policy process. Policy development and policy implementation and policy evaluation forms the critical pillars on which policy management is based. As such, final implementation is the final acid test for policy to be successful.

Madue (2008:198) asserts that policy touches the lives of employees, in some cases it is appreciated and in other cases it is not appreciated. The discrepancy between policy and practice is a recurring theme in policy studies. This phenomenon is very prevalent in education. This discrepancy is big in developing countries, which include South Africa. In South Africa the policy gap highlights the difficulty that the new government faces. Madue (2008:200) further argues that policy implementation can be viewed as the glue that binds and directs the different functions, professional staff, administrative staff, procedures, structures, planning, budgeting and other activities in the schools. The implementation vacuum has been discovered in the selected schools investigated. Madue (2008:202) states that policy implementation is either routine or a predictable process. Some policies fail, some policies succeed and others remain challenging and puzzling. The policy of IQMS appears to have failed to improve the
performance of the educators. The policy of IQMS failed to bridge the gap between theory and practice.

5.2.2 Evidence of development

Despite participating in the process for a few cycles, the majority of educators could not link IQMS to improvement of their performance. One of the fundamental purposes of IQMS is performance appraisal, which aims at increasing the performance of educators. Some participants complained about the integrated approach of IQMS. Educators could not provide evidence of improved performance, which is linked to participation in the process. Van Dijk and Thornhill (2003:461) assert that the public service comprises of people with their own potential and career paths. Managers in the public service need to align the potential of their employees with organisational strategies and goals. Training of employees becomes a necessity, when departments want to keep track of new developments and meet expectations of their internal and external environment. Van Dijk and Thornhill (2003:462) state that human resource development is described as the integrated use of training and development, organisational development and career development to improve individual, group and organisational effectiveness. The focus of training and development is to ensure, identify and help develop the key competencies that enable individuals to perform current and future jobs.

5.2.3 Lack of knowledge

The study discovered that there is a lack of knowledge of basic documents and procedures pertaining to IQMS. The researcher discovered some contradictions in the responses provided by educators. Educators agreed to participate in the process, but could not provide testimony of improved performance. Educators showed an incomplete knowledge of the process. The study discovered that educators do not have a holistic knowledge of IQMS. The majority of educators mentioned that they need workshops on IQMS. This indicates that they need more information. Clercq (2008:15) asserts that the capacity of South African education system to provide appropriate professional support to schools has a poor record. Most government programmes are top-down, with little educator involvement in their design. Educators
and their unions have repeatedly complained about the lack of effective district or senior management support for implementation of policies.

5.2.4 Challenges to IQMS

Challenges of capacity, leadership and professionalism can be deduced from the recommendations provided by the educators. It has been discovered that issues of heavy load to educators and time constraints hinder the smooth implementation of IQMS. Clercq (2008:12) argues that there are problematic issues concerning IQMS, it unrealistically assumes that teachers have a competency of understanding what IQMS seeks to achieve. Secondly the system assumes that educators, schools and districts have the capacity to effectively implement the system and manage its inherent dilemmas. The study has discovered that there are many problems in the schools, more than in the process itself. The study below recommends practical solutions to the problems discovered. According to Mathula (2010:8) there are policy constraints, training and attitude constraints that hinder the implementation of appraisal policies. The study discovered a lot of these challenges such as, time constraints, busy school schedules, overloaded educators, and lack of leadership from the SMTs. Infrastructure backlogs need to be addressed so that all schools meet the basic policy requirement. The government should address the lack of basic infrastructure, such as, libraries, books, laboratories, sport fields, electricity and running water. Improved performance can be enhanced, if the challenges cited above can be resolved.

According to Mello (2008:209) Human Immune Virus and Acquired Immune Deficiency Syndrome (HIV/AIDS) related mortality has far-reaching consequences for the labour market in South Africa. A government study indicates that 22% of undergraduate university students could be HIV/AIDS positive and this could rise to 33% in the next five years. These statistics paint a bleak future for the supply of labour in the public service and other sectors. Investing in people through improved health education is not just a desirable end in itself, it is key to higher productivity and growth in the long term. Although the death of educators from HIV/AIDS related complications has not been adequately quantified, it can be argued that a huge number of educators are lost due to HIV/AIDS related illnesses. This phenomenon could hinder performance development interventions. Proactive measures should be put into place to prevent the HIV pandemic. The study has discovered that there are shortages of teachers,
resulting in heavy workloads for the few available. There is an enormous need to prolong the lives of educators.

The study has discovered some challenges of bureaucratic red tape. The level of educators, namely post level 1, post level 2, post level 3, post level 4, creates a tall hierarchical structure for implementation and monitoring. The relationship between the school, the circuit office, the district office and the provincial office, compounds the problem of a tall bureaucracy. Mello (2008:210) states that the perceived administrative red-tape and inflexibility stifles creativity and the development of public officials. Max Weber initially used the word bureaucracy to describe an organisation with a taller hierarchical structure. Although the concept of bureaucracy was initially meant to describe public service organisation, it has developed a bad taste, which is associated with red tape or long procedures, rule bound and inflexibility. The transformation of the public service has not, despite remarkable strides made towards transformation, been able to change the perception held by members of the public that government business is not like a profit making business.

Majam (2005:447) states that in terms of the Human Resources Development Strategy (DPSA 2002:15), the challenges facing human resources development were identified as follows: ensuring effective service delivery, retaining effective managers and people with scarce skills, coping with challenges, dealing with complexity of organisational structures, coordination of goals, managing information systems and managing performance in the public service. Majam (2005:442) states that the government has to ensure that those employed in the education sector are skilled, trained, and loyal to the education sector to carry out their roles and responsibility in most efficient and effective manner possible.

5.3 Recommendations

The problem under study is that of a public policy that does not yield its objectives. This study further attempts to suggest solutions, about what can be done to improve IQMS.
5.3.1 Leadership improvement

Christie (2010:695) defines leadership as a relationship of influence directed to goals or outcomes, whether formal or informal. Though leadership is often framed in terms of individual qualities, it may be framed in terms of a social relationship of power, whereby some are able to influence others. The authority of a leader may be based in tradition, charisma and legal source. Whatever its basis, leadership is characterised by influence and consent. The exercise of power nonetheless entails ethical considerations. Since it is directed towards achievement of goals, leadership is associated with vision and values. The SIP is a tool that requires the schools to state their vision and mission. It is highly recommended that leaders in education be given to individuals who can translate visions into realities.

Moloi and Bush (2009:19) state that in order to address professional development initiatives for principals and aspiring principals, the department has linked that policy framework of the South African Standards for Principals (SASP), which clarifies exactly what the education system expects from the principals. These documents are explicit in stating that school management and leadership are primarily about making sure that the teaching and learning process, as the main purpose of the school, is managed competently and effectively for the benefit of all learners. The standard indentifies six key areas of principals, listed below:

- Leading and managing the learning school;
- Shaping the direction and development of the school;
- Assuring quality and securing accountability;
- Developing self and others;
- Managing the school as an organization; and
- Working for the community.

It is recommended that schools should not regard IQMS as a separate activity. This process should be linked to other activities of the schools. According to Moloi and Bush (2009:19), the issue of learner discipline is widely regarded as having roots in the years of protest against the government. There is a general acceptance that teacher reliability and punctuality are problems that contribute to a weak culture of
learning and are likely to impact negatively on learner attitude and discipline. It is recommended that principals should be aware of their leadership roles and exercise leadership of great standard, so that the performance of their schools improves. Another critical aspect that can enhance leadership is coaching and mentoring.

According to Meyer and Fourie (2004:48), the concept of mentoring is not new, it started long ago. A mentor in ancient Greek was a teacher. A mentor was not an average teacher, but a wisest person who was required to train people. In many professions mentors are thought to enhance, if not to ensure, the professional development and success of talented new comers. Increasingly, mid-career professions seek mentors and coaches when they wish to develop new levels of expertise and to advance in the organisation. Mentoring can be described as a dynamic and reciprocal relationship in a work environment, whereby a more advanced and wiser career incumbent helps a less experienced person, who has development potential.

Meyer and Fourie (2004:48) further argue that coaching is the systematically planned and directed guidance of an individual or group of individuals to learn and develop specific skills that are applied and implemented in the work place, and therefore translates directly to clearly defined performance outcomes that are achieved over time. Coaching is concerned primarily with performance and development of a definable skill. It usually starts with the learning goal already identified. Coaching is a form of on the job training, using work to provide planned opportunity for learning under guidance. Coaching and mentoring are used synonymously, but the terms describe different roles. According to Meyer and Fourie (2004:49) coaching provides day to day skills, to be used on the job, mentoring provides medium and long term skills development. The coach is usually the immediate line manager, the mentor is an independent person. In coaching the relationship continues as long as there is a supervisor-employee relationship. In mentoring once the goals are achieved, the formal relationship is terminated.

5.3.2 Management for improvement

Christie (2010:696) further argues that in contrast to leadership, management is an organisational concept; it relates to structures and process by which organisations
meet their goals and central purposes. There is an ample research in South Africa to suggest that good management is essential for the functioning of schools. This research confirms that if schools are not competently managed, the primary task and central purpose of the school teaching and learning, is likely to suffer. Having distinguished between the concepts of leadership and management, it is ideally in schools that the concepts be implemented together. The implementation of IQMS depends on the good synchronisation of all the school structures. Managers should ensure that all the structures of IQMS, such as DSGs and SDT work together. The process of professional growth should be implemented under a watchful eye of management.

According to the *Department of Education White Paper on Education (2001)* the role of the principal and the management teams is very important. The principal has a responsibility to ensure that all efforts to address policies, practices and the ethos of the school as an inclusive centre of learning, care and support and align the school with improvements efforts of the government. Kobus and Barret (2011:46) state that in South Africa principals must recognise their role in setting for the transformation process of ensuring that decisions are made, challenges are met and the process supported in line with the philosophies of government. However many principals are still in the dark regarding their roles in implementing policies. IQMS is a government policy. Principals are urged to make efforts to implement policies. Principals have a management responsibility of implementing IQMS. It is recommended that managers need to plan and implement the system meticulously.

According to the *South African Schools Act, 84 of 1996*, both governance and professional management of public schools are placed in the school governing body (SGB) and the principal respectively. School governance is the function of the SGB. Governance in the context of schools means to determine the policy and rules by which a school is to be organised and controlled. It includes ensuring that rules and policies are carried out effectively in terms of the law and the budget of the schools. Professional management refers to day to day administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It includes that the organisation of all the activities, which support teaching and learning.
The South African Schools Act, 84 of 1996, stipulates that the professional management of a public school must be undertaken by the principal, under the authority of the Head of Department (HoD). This means that the principal has delegated powers to organise and control teaching and learning at the school effectively. However the HoD has the power to expect co-operation and compliance from the principals in matters of school management.

Veeran (2011:1097) recommends that for the development of employees there must be development of management. Development should be aimed at employees serving in managerial capacity and prepare all employees for managerial positions within the organisation in the future. Managers must keep abreast of new developments in technological, economical, political, legislative and social fields, as well as human resource management practices. Management must focus on developing employees with knowledge and skills in a classroom environment.

5.3.3 Outsourcing of IQMS administration

According to Badenhorst-Weiss and Ambe (2011:455), outsourcing is the act of purchasing goods or service on specification from an external supplier. It is the purchasing of goods and services that were initially produced in-house. Outsourcing can involve the transfer of an entire business function to a supplier or only some activities with the function, whilst some are kept in-house. A term often used in the context of outsourcing is vertical integration or vertical disintegration. Badenhorst-Weiss and Ambe (2011:456) state that the reasons for outsourcing may range from tactical to more strategic. Tactical reasons are to reduce control and operating costs to free internal resources and to improve performance. Strategic reasons may be to improve focus, to gain access to world class capabilities, get access to resources that are not available internally, to accelerate re-engineering benefits, improve customer satisfaction, increase flexibility and share risks. When an organisation has not enough capacity to perform the requested service it can opt for outsourcing. It is recommended that outsourcing be used for the monitoring of IQMS.

According to Gupta, Kanthi and Mikouizia (2005:396) natural and physical labour, which once characterised developed states, have faded away. Today the new
economy is putting premium on intellectual capital, the resources of wealth come from knowledge and communication. Education has become a must for success in the modern world. Gupta et al. (2005:396) state that most colleges and universities’ tuition is on the rise while the quality of service and teaching offered are on the edge. Gupta et al. (2005:396) state that outsourcing refers to contracting out, or procuring services or products from outside supplier, rather than having them provided by in-house facilities. The key to any outsourcing endeavour is to ensure that the process helps fulfil the institution’s mission and long term goals and objectives. Outsourcing, when properly planned and controlled, is expected to produce several benefits, such as reduced costs, improved service quality, and increased efficiency and innovation.

Gupta et al. (2005:396) mention that outsourcing assumes that if an institution cannot provide a service or a product at a lower cost, and of equal quality, to an external provider, then it should purchase the service from an external provider. Training of educators and monitoring of the implementation process are the areas in the IQMS that could be contracted out to an outside agent. It is recommended that service providers providing training or service for the government should be of high quality. The Public Service Sector and Training Authority have to accredit and ensure that all trainers provide quality training.

According to Fourie (2008:562) a private public partnership is a contract between government institution and private party, where a private party performs an institutional function, and uses private property in terms of output specifications, where a substantial project risk, technical and operational requirements are transferred to a private party and where private party benefits from government. Fourie (2008:559) argues that service delivery is the primary responsibility of the government and in the process the government has a responsibility to ensure that citizens have access to their fundamental rights, as enshrined in the constitution. Due to limitation in the financial resources at its disposal, the state has been compelled to find alternative service delivery mechanism in order to fulfil the mandate of ensuring that services meet the expectations of people. In this regard public private partnership has been identified as an instrument for addressing the massive infrastructure and service delivery backlogs.
Fourie (2008:559) contends that the delivery of quality services by the private sector must not compromise the standards and the policy objectives of the state. Various pieces of legislation and policies outlined the new vision and the actions for fundamentally transformed public service. Private public partnership (PPP) in South Africa was introduced in 2000. The Department of Finance, now known as National Treasurer released a strategic framework for PPP. The framework ushered in new legislation and policies to give effect to an enabling environment for PPP in the endeavour to achieve the objectives of service delivery set out by the government. There are examples of PPP in other government departments. The Department of Education can also involve PPP, in its quest to implement IQMS effectively.

According to Fourie (2008:559) public private partnerships consist of complex agreements and it should be ensured that public benefits should not be limited at the costs of private benefits. The government should be responsible when it comes to limiting control of assets to private concerns. The research strongly recommends that the new innovations of PPP be considered in the implementation of IQMS. Literature reviewed in chapter 2, indicates that IQMS should be viewed and implemented in the context of the broader public service. Service delivery models used by other Departments should be used by the Department of education as well.

5.3.4 Capacity building for stakeholders

According to Mothae (2008:245), the implementation of public policies continues to be a challenge for the South African public service. Central to the implementation of public policies is the capacity of all concerned role players to efficiently, effectively and economically undertake their responsibilities. Mothae and Sindane (2007:143) explains that every organisation needs to have well-trained and experienced human resources to enable it to effectively execute its activities. It can therefore be concluded that training is key in building the capacity of public officials and all other functionaries who individually and collectively play a crucial role in contributing towards the successful implementation of public policies and attainment of developmental goals of the state. This study recommends that increasing capacity for mentoring and coaching must be considered. Experienced and mature educators should be used to mentor and coach less experienced educators.
Dinham and Crowther (2011:616) state that the concept of capacity building came into prominence in the early 1990s in the context of national and international development. Initiatives such as the United Nations Developmental Programme (UNDP) have been instrumental in assisting the least developed nations through providing advice, training, and support so that these nations can address endemic problems and build capacity for greater self-reliance and prosperity. Dinham (2011:616) explains that school capacity-building can be undertaken and achieved through a range of mechanisms, encompassing professional learning within the schools. Furthermore, capacity can be developed and maintained through development of organisational human capital, changing of staff, succession planning, distribution of leadership roles, and quality control.

Dinham (2011:616) argues that successful schools capacity building is grounded in values that are associated with sustainability of school achievements and outcomes. These values are inseparable from sustainability as a global social and ecological phenomenon. The leadership demands for capacity-building of this type are extremely complex, and require dispersed and distributed leadership functions and processes. The National Development Plan (2012:284) states that in order for the government to ensure that appropriately qualified and competent people become principals, high-quality principals need to be attracted, trained, and supported. Changes should be introduced to the appointment process for principals including administering a competency test for all candidates. Minimum qualification for becoming principals should be introduced and the recruitment process should ensure that candidates meet these criteria. Serving principals should be given a period of 10 years to acquire the qualifications, failing which they should be retrenched or demoted. The successful implementation of IQMS requires principals who are well-qualified. It should not only be principals who are required to improve their capacity and skills; educators themselves need to improve their skills. Vocational courses offered by tertiary institutions should constantly be aligned with the needs of the schools.

According to the National Development Plan (2012:205), education institutions must have the capacity to implement policy and where capacity is lacking immediate measures need to be taken to address it. The interests of all stakeholders need to be aligned to support the common goal of achieving good educational outcomes that are
responsive to community needs and economic development. District offices should provide targeted support to improve practices within the schools, and ensure communication and information sharing between authorities and schools. Schools need to share best practices.

5.3.5 Accountability

Odiambo (2008:417) states that most African countries are battling with illiteracy, inequality and a lack of quality and relevance of their education policies and systems. Quality is at the heart of most education policy agendas and improving quality is probably the most important task facing many educational institutions. With this concern has also come an increasing accountability demand. Odiambo (2008:417) argues that efficiency and accountability are the hallmark of any public service. According to Dwivedi and Jabra (1998:555), accountability is defined as a complex chameleon-like term in public administration. Accountability in education focuses on student achievement. According to Odiambo (2008:418), accountability is the foundation of any governing process, and the effectiveness of that process depends upon how those in authority account for the manner in which they have fulfilled their responsibilities, both constitutional and legal. Dwivedi and Jabra (1998:8) argue that at its most fundamental level, accountability involves relationships in which an individual or an organisation is held to account to their superiors, for the performance of particular duties, and to accept control and direction from superiors in the performance of their duties.

In this study educators appeared to be shifting responsibility of improved performance. Educators have a legal responsibility of ensuring that they participate in the process of IQMS. In addition, they have an obligation to improve their performance through the process of IQMS. It is recommended that parents need to be given information on their children’s performance. This requires teachers to carry out assessment practices that enable learners to compare their performance with their counterparts in other schools. The performance of learners should be linked to the performance of educators. IQMS needs to be specific about the performance of learners being related to the performance of educators. The purpose of IQMS is to promote accountability. There is a need for clarification of accountability to stakeholders of IQMS.
5.3.6 Incentives for better performance

Jeffry and Adomza (2011:47) state that a carrot dangled on a stick makes a donkey or horse work harder or go faster. Much of the same can be said to human beings. The argument is that, when a reward for effort is visible or highly salient, an increase in effort usually follows. Jeffry and Adomza (2011:50) state that management researchers and economists have shown that pay-for-performance programmes improve the performance of employees. They assert that employees report thinking more frequently about non-cash tangible incentives than cash incentives. The more frequently employees think about incentives available for good performance, the higher the level of performance. Employees in pursuit of non-cash tangible incentives achieve higher levels of performance than those in pursuit of cash incentive.

IQMS results in an annual 1% increment in educator's salaries. This 1% becomes a norm across the board. Better results can be achieved if the incentives are based on merit. Incentives results in motivation. The incentives that go with the current IQMS system need to be improved. Other incentives that do not include cash need to be considered for educators. The purpose of performance measurement is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives. This is one of the three pillars of IQMS. A blueprint for this needs to be clearly developed and articulated to teachers.

Llorens and Battaglio (2009:116) state that since the 1980s, performance-based or merit pay schemes have been attractive alternative to traditional public HRM practices. Appealing to the logic of market like mechanism, proponents of compensation reform suggest that performance-based pay system have a potential to increase employee performance and organisational productivity. A number of performance-based pay schemes have been implemented by linking an individual to financial incentives. Financial incentives can be distributed as an increase to base pay. Examples of incentives can include merit pay or one-time bonus or the combination of the two. Llorens and Battaglio (2009:117) further argue that moving away from the traditional practice of rewarding pay based on longevity performance based pay system seeks to improve employee performance by rewarding superior performers with pay increases.
5.3.7 Monitoring and evaluation

In keeping with the constitutional prescriptions discussed in chapter 2, the study recommends that the district office and the schools should constantly monitor and evaluate the process. The district office should send monitors to schools to monitor and evaluate the implementation of IQMS. Monitors should visit schools in intervals of 3 months. The study recommends that suitably qualified people should be the only personnel entrusted with monitoring and evaluation. Evaluators must specifically monitor the role of IQMS in improving educator performance.

According to the Constitution of the Republic of South Africa, of 1996, Section (196), the Public Service Commission, must investigate, monitor and evaluate the organisation and administration, and personnel practices in the public service. The purpose is to ensure and measure effective and efficient performance within the public service. The Public Service Commission is required to ensure that personnel procedures relating to recruitment, transfers, promotions and dismissals comply with the constitution.

According to Cloete (2004:635), the White Paper on Human Resource Management in the Public Service, states that for the successful implementation of human resources strategies, policies should be continuously monitored and evaluated, in order to ensure that targets are met and that policies are improved in the light of experiences gained in the process of monitoring and evaluation. Cloete (2004:635) writes that most government departments now have full-time monitoring and evaluation units, headed by senior management, although these units are not yet fully integrated into the strategic activities of the departments. These units have, however, put in place some monitoring frameworks for the departments. However, there remains a critical shortage of skills in government for monitoring and evaluation programmes, development of indicators, research, statistical or data analysis and report writing. The need for government to strengthen its monitoring and evaluation skill is quite critical.

Clercq (2008:10) states that the traditional form of teacher monitoring or bureaucratic accountability refers to line management supervision. This can be done either externally or internally, and it is usually conducted for control purposes. Monitoring focuses on inputs and processes to ensure equity and standardisation in schools and
the teacher’s work process. This includes: lesson planning and preparation, curriculum coverage and delivery, as well as teacher compliance with departmental rules, regulations and procedures. It is recommended that monitoring be coupled with control.

Clercq (2008:16) further argues that two separate evaluation systems are required with their own instruments: an external standardised system and district moderated school-based developmental and appraisal system, which relates to the national system. The systems should take into consideration contextual factors and be backed up with support. Veeran (2011:1099) states that the international training of supervisors could cover the following: understanding and implementation of the organisation’s policies and rules, human resource policy, employment relations, inter-group conflict in the work situation and interpersonal contact and social interaction. It is recommended that staff members’ expected performance be demonstrated before employees can be assessed. This means that performance outputs should be detailed before appraisal. In chapter 2, the issues of performance criteria were dealt with and it was outlined that managers have a responsibility of demonstrating and setting examples, before they demand performance. Monitoring and evaluation must always be based on the predetermined performance objectives.

5.3.8 The use of Information Technology (IT)

The study highly recommends that in today’s growing technological developments, computer software be developed for the administration of IQMS. According to Pillay (2002:103), in all Western bureaucracies in recent years, there has been a tremendous growth in the use of market-type mechanisms and prescriptions for the ailments and shortcomings of public service delivery systems, policy instruments and norm based, as well as management ethos. These mechanisms are aimed at a national level to combat inefficiency, waste and redundancy in government, through the separation of operation from policy. The principles of this reform come from the emphasis on outputs.

Pillay (2002:103) argues that there is empirical evidence to support the notion that there is inevitable convergence of public management governance principles and practices taking place through most bureaucracies. This is driven by the new public
management initiative, which attempts to bring the entrepreneurial model from the private sector into public agencies to improve efficiency and cut costs. Pillay (2002:103) states that undoubtedly the public service understands that technology can play an important role in increasing public access and enabling governments. Pillay (2004:104) expresses the view that, as South Africa moves into the 21st century, the public sector faces the tremendous challenge of delivery quality services to citizens despite the diminishing application of information technology. This holds greater promise for South Africa effectively responding to this challenge.

Pillay (2004:104) states that according to the South African Ministry for Public Service and Administration (2001), that the e-government policy seeks to prescribe IT business plans for any organ of the state and outline the key features which needs to govern a business case for inventing in e-government. Information technology enables the government to accelerate service delivery, bring convenience to citizens and to lower costs of government service delivery or bring cost effectiveness. IQMS software needs to be developed and introduced to schools. The software should include training in IQMS and the various forms should be available in a computer programme. All the templates, such as, PGP, SIP, and DIP should be available in this computer programme.

Lam (1997:26) states that a challenge in maintaining new technology is that it requires a new type of skills and attitudes. This gives rise to resistance to change. People may resist the adoption of change due to fear of the unknown and fear of losing their jobs due to the new techniques. It therefore becomes important that officials be trained to appreciate the benefits of new IT. Suffice to say new technology will be of no use and will have no contribution to increased productivity if not properly used and operated. Pillay (2004:119) argues that this leads to the important issue of training. In order for educators to improve their service, government should continuously replenish its inventory of the most critical skills. This is essential in an area where the pace and depth of change is staggering. Whilst government is expected to have a multi-faceted workforce, both the operational environment and technology are changing rapidly; therefore should be greater support for the commitment to professional development and training. Software professionals are needed if a country wants to be competitive in a global market. There are many obstacles to transformation, including inadequate
investment in technology and infrastructure. Radical changes are necessary if the Department of Basic Education is committed to improving the performance of educators.

Mushayikwa (2013:275) highlights that information technology communication (ICT), has great potential in developing teachers. He states that professional development is the acquisition of knowledge, experience, skills and the development of personal qualities for the execution of professional and academic duties that enable the individual member to effectively contribute to the institution and community. Under normal circumstances, teachers can rely on their institutions to provide the necessary support to enable them to adjust to a changing professional environment and keep abreast of developments in their profession. However, in impoverished societies this support is not forthcoming. ICT is versatile enough to enable teachers to be engaged in professional development with minimal support from the institution. There is consensus among researchers that learning through the internet and other related activities is on the increase and this can assist the government in making the process of IQMS effective in teacher development. ICT can provide teachers with exemplars of the intended resources or activities such as lesson plans, worksheets, guidelines and other audio visual resources.

5.3.9 Globalisation

Veeran (2011:1087) elucidates that globalisation exercises a significant impact on public human resource management policies and procedures in the South African public service. The study recommends that educators should constantly improve their performance and borrow best practices from other countries. ICT provides tools for this global interaction. The driving forces for globalisation have affected public human resource management to a large extent, for example, with the impact of technology demanding different skills and competencies from educators.

Veeran (2011:1087) states that according to the International Labour Organisation of the United Nations, globalisation is defined as a process growing interdependence between all people of this planet. People are linked together economically and socially by trade, investments and governance by market liberalisation and information communication and transport technologies. Veeran (2011:1089) adds that the
integration of markets, nation-states and technologies enables organisations to reach the world faster, deeper and cheaper and that globalisation is defined as a concept which refers both to the compression of the world and intensification of consciousness of the world as a whole.

Veeran (2011:1089) argues that globalisation has shifted the levels of standards and expectations in various aspects of life, including that of human resources. Academic and training institutions have to produce a populace with the relevant skills, knowledge, values and experiences that would enable them to compete with other individuals in the global market. The education sector is not spared from this competition; it must provide packages and compensation that would appeal eligible and competent individuals. The education sector in South Africa needs to provide room for career options and professional growth, highlighting the value of working with educators supported with fair and consistent performance evaluation mechanism and a realistic compensation scheme. Veeran (2011:1093) explains that public human resource processes have become more easily measurable. Concepts such as the high performance organisation and knowledge management offer human resource specialist the push to improve performance in their organisations.

Veeran (2011:1089) reports that, according to the World Economic Forum, of 2002, South Africa fares poorly in terms of its international competitiveness. The competitiveness position of a country is determined according to 290 criteria of hard data as well as giving weighting to one-third in the final results. In 2007, South Africa occupied the 34th position in a list of 75 countries. The United States of America, Singapore, China Hong Kong are rated among the highest and Zimbabwe, Nigeria and Nicaragua, the lowest. The report looks at performance in three broad areas, namely: technology, public transport and macro environment. South Africa depends on educators to develop the skills of young people, so that they can contribute to the advancement of the country in the fields mentioned.

Veeran (2011:1089) recommends that in order for South Africa to be internationally competitive, it is essential for the human resources of South Africa to be appropriately trained and developed to be globally relevant. Staff should be trained to handle issues on a global scale. The current challenges, such as global competition and socio-economic development facing governmental departments, bring new dimensions to
workplace training and development. Top management should become more interested in the contribution of education and training from the bottom of the organisation.

Veeran (2011:1089) recommends that there must be an understanding of diverse cultures, flexibility to respond to challenges and situations, ownership of goods service, competitions should be mission and not rule-driven, there must be greater awareness of training budgets, there must be development of managerial employees and lastly it recommended that staff member’s performance be demonstrated before they are considered competent locally and internationally. This should ensure effective public service delivery that meets international standards.

5.4 Conclusion

The study was aimed at determining the role of IQMS in the selected schools of King Williams Town. Guided by what has been written on appraisal and performance management elsewhere, the researcher embarked on an investigation motivated by the desire to help the schools improve their performance in the future. Questionnaires were used as the main data collection tool. Responses received enabled the researcher to record responses and generalise findings. Summaries and recommendations are useful to participating schools so that they can enhance the implementation in future. The study has observed that IQMS is very important and relevant to improving the performance of educators in the selected schools. The conclusion can be made that despite the implementation of IQMS in the selected schools, there still exists a need to strengthen its implementation so that the objectives of the policies can achieve the desired outcomes. It has been demonstrated in all the chapters that IQMS is prescribed by numerous governmental policies so its importance needs to be emphasised. Leadership and management of the selected schools can achieve better results out of the process if they can comply with the relevant policy prescriptions and guidelines discussed above. The government can achieve its policy goals through this process.
REFERENCE LIST


ANNEXURE A

QUESTIONNAIRE

THE ROLE OF IQMS IN THE SCHOOLS OF KWT DISTRICT

The purpose of this questionnaire is to ascertain the role of Integrated Quality Management System in selected school in the King William’s Town District.

Your co-operation in completing this questionnaire will be greatly appreciated.

Instructions

1. The survey consists of two sections: Section A, Section B.
2. Mark your responses with an X where applicable

SECTION A: BIOGRAPHIC INFORMATION

INSTRUCTIONS

Answer all the questions below. Tick only one box in all the statements presented below. Please use a pen to complete the questionnaire.

POST LEVEL-------------------------------- SCHOOL--------------------------------

DATE-----------------------------------------------

1.1. Gender:         Male       Female

1.2. Age: (Tick the appropriate box)

<table>
<thead>
<tr>
<th>Age Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 30</td>
<td></td>
</tr>
<tr>
<td>31 - 40</td>
<td></td>
</tr>
<tr>
<td>41 - 50</td>
<td></td>
</tr>
<tr>
<td>51 - 60</td>
<td></td>
</tr>
</tbody>
</table>
1.3. Indicate your preferred language:

1. Afrikaans
2. English
3. Isindebele
4. Sepedi
5. SiSwati
6. Xitsonga
7. Tshivenda
8. Setswana
9. Isixhosa
10. Isizulu
11. Sesotho
12. Other

1.4. Please indicate your disability status with an X on the relevant box below (Disability means moderate to severe limitation in a person’s ability to function or ability to perform daily life activities, as a result of a physical, sensory, communication, intellectual or mental impairment)

1. Sight
2. Hearing
3. Physical
4. Multiple
5. Epilepsy
6. None

Other (specify):

1.5. Indicate your total teaching experience in years:
**SECTION B: THE IMPACT OF IQMS IN YOUR SCHOOL**

**INSTRUCTIONS**

1. Answer all the questions below. Tick only one box in all the statements presented below. Please use a pen to complete the questionnaire.

2. SELECTING A SCORE: 1 = Agree, 2 = Not sure, 3 = Disagree with the statement

**PGP (PERSONAL GROWTH PLAN)**

2.1. I have full knowledge of a Personal Growth Plan (PGP), I have completed it and I know all of its contents:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>

2.2. Since I have participated in this process my performance has improved:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>

2.3. Personal growth plan has assisted me to contribute in making my school a better school:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>

**SIP (SCHOOL IMPROVEMENT PLAN)**

2.4. I have full knowledge of school improvement plan, and I have contributed in its design:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>

2.5. Since we started IQMS, there is evidence that the performance of my school has improved:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>

2.6. All the strategies suggested in the plan are implemented effectively in my school:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>
DIP (DISTRICT IMPROVEMENT PLAN)

2.7. I have seen this document and its contents were communicated to me by the SDT:

<table>
<thead>
<tr>
<th>1 = Agree</th>
<th>2 = Not sure</th>
<th>3 = Disagree</th>
</tr>
</thead>
</table>

2.8. If you have seen this document, could you provide your opinion of its relevance (Briefly explain)

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................................................................................................................................................................

2.9. What is the impact of IQMs as a whole in the performance of your school?

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2.10. What could be done to make IQMS help teachers improve their performance?

................................................................................................................................................................
................................................................................................................................................................

Thank you
THE DISTRICT DIRECTOR
KWT. DISTRICT
DEPARTMENT OF EDUCATION

Dear Sir/Madam

RE: REQUEST TO CONDUCT RESEARCH IN THE FOLLOWING
THEMBALESIZWE HIGH SCHOOL, ENOCH SONTONGA S.S.S. AND
NOSIZWES.S.S.

This is to kindly request your permission to conduct research in the above mentioned schools, this research requires that questionnaires be administered to the educators of the above named schools.

This research is part of my Treatise, which I am currently doing with Nelson Mandela Metropolitan University. This is a requirement for my Masters of Public Administration Degree. The topic of this project is “INTEGRATED QUALITY MANAGEMENT SYSTEM FOR IMPROVING PERFORMANCE OF SELECTED SCHOOLS IN THE KING WILLIAMS TOWN EDUCATION DISTRICT”.

Findings discovered during, and after the conduct of this study will not be divulged to any unauthorised person, confidentiality and secrecy that the study deserves will be exercised with great caution.

Please note that results, recommendations and conclusions will be communicated to all parties involved. Be advised that the study will not disturb adversely the rendering of teaching and learning in the institutions earmarked for the research.

Please provide a written response to this request.

I wish to thank you in advance, in anticipation of a positive response.

Thank you.

Yours sincerely

Sikiti Siyabonga (Mr.)
ANNEXURE C

THE PRINCIPAL

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King William’s District

“INTEGRATED QUALITY MANAGEMENT SYSTEM FOR IMPROVING PERFORMANCE OF SELECTED SCHOOLS IN THE KING WILLIAM’S TOWN EDUCATION DISTRICT”

Project Information Statement/Letter of Invitation to School Principals

My name is SIKITI SIYABONGA, and I am a MASTERS IN PUBLIC ADMINISTRATION student at the Nelson Mandela Metropolitan University (NMMU). I am conducting research on IQMS under the supervision of Dr. Andoh. The Provincial Department of Education has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee (Human) of the NMMU.

1.1. Aims of the Research

The research aims to:

- To analyse the implementation process of the policy of Integrated Quality Management System in schools,
- Determination of effectiveness of the systems and procedures for implementing IQMS in the selected schools,
- To evaluate the utilisation of appraisal and measurement information to improve learner performance and,
- Suggest recommendations for improvement.
1.2. Significance of the Research Project

This study intends to help the selected schools to achieve better results in the final examinations. Teachers stand to benefit from recommendations and findings. Learners will directly benefit from improved performance of the educators. Improved performance of the selected schools will also assist the district improve its performance.

1.3 Benefits of the Research to Schools

Results will be communicated to schools, Dissemination of results will assist the district office to know, the role played by IQMS. The results also will enable the relevant people make informed decisions in the future.

1.4 Research Plan and Method

Level one educators, level two educators and the principal of the school are requested to answer questionnaires. Data collection will not take more than 30 minutes, if all the participants are ready and available. All information collected will be treated in strictest confidentiality and neither the school, nor individual educators will be identifiable in any reports that are written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School Principal may decide to withdraw the school’s participation at any time without penalty. No sensitive information is to be revealed.

School Involvement

Once I have received your consent to approach teachers to participate in the study, I will

- arrange for informed consent to be obtained from each teacher willing to participate,
- arrange a time with your school for data collection to take place and,
- Obtain informed consent from participants.

1.4.1 Invitation to Participate

If you would like your school to participate in this research, please complete and return the attached form. Please provide a written response to this request.

Thank you for taking the time to read this information.
Mr. S. Sikiti  
Researcher  
NMMU  

Dr. A. Andoh  
Supervisor  
NMMU  

..............................  

20 May 2013
Mr S. Sikiti  
P.O. Box 2  
Ilitha Township  
KWT  

Dear Madam,

APPLICATION TO CONDUCT RESEARCH

Permission is hereby granted for you to conduct research in schools of your choice in the King William’s Town District for the purpose of fulfilling the requirements for a master’s degree in (MPA), in the School of Postgraduate Studies, Faculty of Arts at NMMU.

Please be informed that permission is only granted provided that school activities are not disrupted.

We wish you well in your endeavors.

Yours faithfully,

FC Sokutu  

building blocks for growth
Dear Siyabonga Sikiti

This serves as proof that in my private capacity, I edited the thesis of Siyabonga Sikiti Student No. 211154725 in January 2014. The title of the thesis edited was: Integrated quality management systems for improving performance of selected schools in the King Williams Town education district. Thank you.

Regards

Shann Kieswetter
CTLM – Writing Centre
CTLM - Supplemental Instruction
Lecturer in Faculty of Education
George Campus
Tel: +27 (0)44 801 5105